

SUNSHINE CHARTER SCHOOL

CHARTER PETITION



**SUBMITTED TO SAN JUAN
UNIFIED SCHOOL DISTRICT**

FOR THE TERM JULY 1ST 2026, THROUGH JUNE 30TH 2031

SUBMITTED 29TH JAN. 2026

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Letter of Intent

Via Hand Delivery
San Juan Unified School District
3738 Walnut Ave, Carmichael,
CA 95608

Subject: Formal Application for Approval of an Initial Charter Petition for
Sunshine Charter School.

Dear Members of the San Juan Unified School District Board of Education:

As the Lead Petitioner and CEO of Sunshine Charter School (“SCS”), I am honored to formally submit the initial charter petition (“Petition”) to the San Juan Unified School District (the “District”) for consideration and approval of a five-year charter term, from July 1, 2026, through June 30, 2031.

Sunshine Charter School is committed to delivering an academically rigorous, culturally responsive, and multilingual education to students in grades transitional kindergarten (“TK”)-8th. SCS is designed to serve the diverse communities of the greater Sacramento region, with a particular focus on students from immigrant and refugee backgrounds, including Farsi-Dari and Pashto-speaking families. Our program emphasizes English proficiency, bilingualism, academic excellence, and strong family engagement offering a responsive and inclusive model of public education aligned with the goals of the District.

Grounded in research and informed by deep community partnerships, this Petition reflects both an urgent need and an overwhelming level of support for the establishment of Sunshine Charter School. We respectfully request that the district review and approve the Petition in accordance with the Charter Schools Act of 1992 and applicable provisions of the California Education Code.

We look forward to working in full collaboration with the San Juan Unified School District Board, Superintendent, and staff throughout the review process. I am available at any time to respond to inquiries, provide supplemental documentation, or discuss any aspect of the Petition.

Thank you for your consideration and leadership.

Sincerely,

MOHAMMAD SAMI NABIZADA
Lead Petitioner
Sunshine Charter School
ceo@sunshinecharterschool.org
Contact: (279) 224-4084






AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Mohammad Sami Nabizada, hereby certify that the information submitted in this petition for a California public charter school to be named Sunshine Charter School (“SCS” or the “Charter School”), and to be located within the boundaries of the San Juan Unified School District (“SJUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Sunshine Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973



(“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(1)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the Superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]



- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and made these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Section 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Mohammad Sami Nabizada

Lead Petitioner

Sunshine Charter School

Date





INTRODUCTION

Sunshine Charter School is established to provide a transformative public education option for families in the San Juan Unified School District and the greater Sacramento region. Guided by the belief that every child deserves access to an academically rigorous, culturally responsive, and inclusive education, SCS prepares students to thrive in a global, multilingual society¹.

Sacramento's rich diversity has been strengthened by a growing number of immigrant and refugee families, including those from Afghanistan and other nations who bring with them a wealth of languages, traditions, and perspectives. Many of these students face significant barriers within the traditional educational system such as language gaps, interrupted schooling, and limited culturally responsive instruction. SCS responds to these challenges by offering innovative, high-quality programs that build academic excellence while affirming students' cultural and linguistic identities².

Rooted in the values of equity, multilingualism, and community engagement, Sunshine Charter School offers two complementary instructional pathways designed to meet the needs of a diverse student population:

The **Farsi-Dari and English Dual Language Immersion (“DLI”) Program** is a **research-based** model that develops bilingualism, biliteracy, and academic proficiency. The program begins with a 90/10 immersion model in Transitional Kindergarten (“TK”) and gradually transitions to a 50/50 balance by upper elementary grades.

The **Farsi–Dari and Pashto Multilingual Program** is a **heritage** and world language enrichment model that provides all core academic instruction in English while offering structured instruction in Farsi-Dari or Pashto Language Arts, Language Development, and Cultural Studies, including Afghan history and heritage.

Through these two programs, SCS focuses on Farsi-Dari and Pashto language development to promote bilingualism, cultural understanding, and academic excellence. Both instructional models are fully aligned with the **Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards** (collectively referred to herein as “State Standards”) and designed to ensure that all students regardless of language background develop

¹ U.S. Census Bureau. (2021). *American Community Survey 5-Year Estimates*.
<https://www.census.gov/data/developers/data-sets/acs-5year/2021.html>

² Cap Radio. (2021). *Afghan Refugee Resettlement in Sacramento*.
<https://www.capradio.org/articles/2021/10/12/sacramento-afghan-refugees-resettlement/>



strong English proficiency while maintaining and celebrating their linguistic and cultural heritage³.

Together, these programs nurture academic excellence, foster bilingualism, and empower students to become compassionate, confident, and globally minded citizens. Sunshine Charter School's comprehensive educational plan demonstrates its deep commitment to closing opportunity gaps, strengthening multilingual education, and building a brighter future for all learners in Sacramento.

Research Foundation for Dual-Language Immersion

Decades of research in California and nationwide demonstrate that DLI programs are among the most effective educational models for English Learners (“EL”) and native English speakers alike. Landmark longitudinal studies consistently show that well-implemented bilingual and immersion programs lead to stronger long-term academic outcomes than English-only models⁴.

Thomas and Collier's national longitudinal research found that English Learners in dual-language programs not only close achievement gaps with their peers but often surpass the performance of ELs in English-only or transitional bilingual programs. Their more recent thirty-two-year validation study confirmed that students in well-designed DLI programs achieve higher levels of English literacy, math proficiency, and overall academic attainment than their peers in monolingual settings⁵.

Thomas and Collier's later work further validated the long-term benefits of bilingual education, demonstrating that students enrolled in high-quality dual-language immersion programs consistently outperform their peers in English-only settings across multiple academic domains. Their findings highlight that sustained bilingual instruction not only supports English proficiency but also enhances overall cognitive and academic development⁶.

Lindholm-Leary's research reinforces these findings, documenting that students in two-way immersion programs demonstrate stronger biliteracy, higher cognitive flexibility, and greater long-term academic success. Students benefit not only academically but also socially and


³ Thomas, W. P., & Collier, V. P. (2012). *Dual Language Education for a Transformed World*. Albuquerque, NM: *Dual Language Education of New Mexico*.

⁴ Thomas, W. P., & Collier, V. P. (1997). *School Effectiveness for Language Minority Students*. National Clearinghouse for Bilingual Education.

⁵ Thomas, W. P., & Collier, V. P. (2002). *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*. Center for Research on Education, Diversity & Excellence.

⁶ Collier, V. P., & Thomas, W. P. (2017). *Validating the Power of Bilingual Schooling: Thirty-Two Years of Large-Scale, Longitudinal Research*. *Dual Language Education of New Mexico*.





emotionally, as programs support cultural pride, cross-cultural understanding, and engagement with diverse perspectives⁷.

Additional studies provide quantitative evidence of the academic advantages of DLI models. Marian, Shook, and Schroeder (2013) found that bilingual immersion students outperform their peers in reading and math, while Steele et al. (2017) documented that DLI students in Portland Public Schools gained the equivalent of seven to nine additional months of learning in English reading by late elementary school, without sacrificing performance in math or science^{8 9}.

Successful DLI programs whether Spanish, Mandarin, or other languages typically follow a research-based 90/10 immersion model in the early grades (beginning in Transitional Kindergarten) that gradually transitions to a 50/50 balance by 4th or 5th grade. This model has proven highly effective at fostering both English proficiency and heritage language development. Sunshine Charter School will adopt this model to ensure strong academic outcomes, biliteracy, and cultural competency for all students¹⁰.

Recent best-practice reviews emphasize that effective DLI programs require sustained implementation, trained bilingual educators, and culturally relevant curriculum design. These components have been identified as critical factors in ensuring program quality and long-term success for both English Learners and native English speakers¹¹.

Research-Based Benefits of Bilingualism:

Today, more of the world's population is bilingual or multilingual than monolingual (Grosjean, 2010). Far from being a niche skill, bilingualism is now the global norm, and research has demonstrated its powerful impact on human development. The bilingual brain develops stronger attention control, better task-switching abilities, and greater problem-solving skills, as shown in studies by Bialystok (2001)¹² and Marian & Shook (2012)¹³. Even at the earliest ages, bilingual

⁷ Lindholm-Leary, K. (2012). *Success and Challenges in Dual Language Education*. Center for Applied Linguistics.

⁸ Marian, V., Shook, A., & Schroeder, S. R. (2013). *Bilingual Two-Way Immersion Programs Benefit Academic Achievement*. *Bilingual Research Journal*, 36(2), 167–186.


⁹ Steele, J. L., Slater, R., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). *Effects of Dual-Language Immersion Programs on Student Achievement: Evidence From Lottery Data*. *American Educational Research Journal*, 54(1S), 282S–306S.

¹⁰ Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K., & Rogers, D. (2018). *Guiding Principles for Dual Language Education (3rd ed.)*. Center for Applied Linguistics.

¹¹ Lindholm-Leary, K. (2020). *Review of Research and Best Practices on Effective Dual Language Education*. *Dual Language Education of New Mexico*.

¹² Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge University Press.

¹³ Marian, V., & Shook, A. (2012). *The Cognitive Benefits of Being Bilingual*. *Cerebrum: The Dana Forum on Brain Science*.



children as young as seven months show enhanced adaptability to new environments (Kovács & Mehler, 2009)¹⁴. At the other end of the lifespan, bilingual seniors experience slower cognitive decline and a delayed onset of dementia (Bialystok, Craik & Freedman, 2007)¹⁵, illustrating the lifelong cognitive advantages of bilingualism.

For schools, these findings are more than theoretical decades of research confirm that bilingual students often outperform their peers in reading and math while developing higher levels of biliteracy, stronger cultural identity, and greater long-term academic success (Thomas & Collier, 2002, Lindholm-Leary, 2012, Lindholm-Leary, 2020). Sunshine Charter School's Farsi-Dari and Pashto Dual Language Immersion programs are grounded in this body of research, ensuring that both English Learners and native English speakers benefit academically, linguistically, and socially. By combining high academic expectations with cultural and linguistic inclusion, SCS aims to close persistent achievement gaps and provide students in Sacramento's immigrant and refugee communities with the lifelong advantages of bilingualism.

Benefits of Language Immersion

Foreign language immersion is a well-researched educational model in which core curriculum content is taught through the medium of a partner or second language (Center for Applied Linguistics, 2020)¹⁶. Research consistently demonstrates that early exposure to a second language stimulates the development of critical thinking, problem-solving, and executive functioning skills (NCSSFL, 2019)¹⁷.

Students enrolled in immersion programs reach significantly higher levels of language proficiency compared to peers in traditional world language courses. Studies by Curtin & Dahlberg (2004)¹⁸ and Bruck, Lambert, & Tucker (1974)¹⁹ also show that children in immersion settings demonstrate enhanced English vocabulary development, stronger cognitive flexibility, and outperform monolingual peers on both verbal and nonverbal intelligence measures.

¹⁴ Kovács, Á. M., & Mehler, J. (2009). *Cognitive gains in 7-month-old bilingual infants*. *Proceedings of the National Academy of Sciences*, 106(16), 6556–6560.

¹⁵ Bialystok, E., Craik, F. I. M., & Freedman, M. (2007). *Bilingualism as a protection against the onset of Alzheimer's disease*. *Neuropsychologia*, 45(2), 459-464.

¹⁶ Center for Applied Linguistics. (2020). *Immersion Bibliography*. University of Minnesota. Retrieved from: <http://www.carla.umn.edu/immersion/bibliographies/one-way.html>

¹⁷ National Council of State Supervisors for Languages (NCSSFL). (2019). *NCSSFL-ACTFL Can-Do Statements: Progress Indicators for Language Learners*.

¹⁸ Curtin, H., & Dahlberg, C. A. (2004). *Languages and Children: Making the Match New Languages for Young Learners, Grades K–8*. Boston, MA: Allyn & Bacon.

¹⁹ Bruck, M., Lambert, W. E., & Tucker, R. (1974). *Bilingual Schooling Through the Elementary Grades: The St. Lambert Project at Grade Seven*. *Language Learning*, 24(2), 183–204.



The Benefits of Being Bilingual

Bilingualism provides powerful advantages for students not only academically, but also socially, cognitively, and emotionally. Research in California and nationwide confirms that learning more than one language enhances student achievement and prepares children for lifelong success (Thomas & Collier, 2002⁶, Lindholm-Leary, 2012⁸, Lindholm-Leary, 2020)¹².

(1) Cognitive Growth

Being bilingual sharpens the brain. Studies show that bilingual students develop stronger attention spans, greater problem-solving abilities, and the capacity to multitask more effectively than monolingual peers (Bialystok, 2001¹³, Marian & Shook, 2012)¹⁴. These cognitive advantages are linked to the brain's continuous management of two active language systems, which strengthens executive functioning and mental flexibility.

(2) Academic Advantage

Dual-language students consistently outperform their peers in reading and math on state assessments. Bilingual children educated in two languages also gain long-term advantages in English proficiency and academic achievement (Thomas & Collier, 2002). Their success demonstrates that bilingual education does not hinder English development, while building biliteracy and cultural competence.

(3) Career and Economic Edge

In today's global economy, bilingualism is a valuable and marketable skill. Employers in healthcare, education, business, and government increasingly prioritize multilingual candidates. Research indicates that bilingual workers enjoy broader career opportunities, higher employment rates, and stronger earning potential over time (Callahan & Gándara, 2014)²⁰.

(4) Health and Well-Being

Studies demonstrate that bilingualism provides cognitive and neurological protection. It can delay the onset of dementia and Alzheimer's disease, support faster recovery after strokes, and even help regulate stress levels (Bialystok, Craik, & Freedman, 2007). Supporting bilingual development therefore contributes not only to academic success but also to lifelong mental and emotional well-being.

²⁰ Callahan, R., & Gándara, P. (2014). *The Bilingual Advantage: Language, Literacy, and the Labor Market*. Bristol, UK: Multilingual Matters.





(5) Cultural and Social Connection

Speaking more than one language allows students to connect deeply with their cultural heritage, family, and community. Bilingual learners often express a stronger sense of identity, pride, and belonging, while building friendships and networks across cultures (Cummins, 2000²¹, Fishman, 2001)²². These connections promote empathy, inclusiveness, and social harmony.

(6) Learning Future Languages

Once students have mastered two languages, acquiring additional languages becomes easier. Linguistic awareness developed through bilingualism reinforces metalinguistic skills, enabling faster and more efficient learning of new languages (Genesee, 2004)²³.

(7) Global Perspective

Bilingualism opens doors to the world. Whether through travel, international collaboration, or engagement with diverse communities at home, bilingual students develop empathy, adaptability, and a globally minded perspective (Grosjean, 2010)²⁴. These attributes prepare them to thrive in multicultural academic and professional environments.

²¹ **Cummins, J. (2000).** *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Clevedon, UK: Multilingual Matters.

²² **Fishman, J. A. (2001).** *Can Threatened Languages Be Saved? Reversing Language Shift, Revisited: A 21st Century Perspective*. Clevedon, UK: Multilingual Matters.

²³ **Genesee, F. (2004).** *What Do We Know About Bilingual Acquisition?* In T. K. Bhatia & W. C. Ritchie (Eds.), *The Handbook of Bilingualism* (pp. 29–49). Blackwell Publishing.

²⁴ **Grosjean, F. (2010).** *Bilingual: Life and Reality*. Cambridge, MA: Harvard University Press.



The SCS Logo



The SCS logo, featured on the front cover of this charter petition and on all of our marketing materials, was specifically designed to encapsulate the values, ideas, and vision for the Charter School. The design team was formed composed of parents, educators and professional consultants.

Logo Description and Significance of its Iconography

The logo of Sunshine Charter School is a powerful visual representation of the Charter School's mission and values. It features an open book with a radiant sun rising from behind, accompanied by the inspiring slogan "Life Changing" within the design.

- The open book symbolizes knowledge, learning, and the boundless potential of education. It reflects the Charter School's commitment to academic excellence and its role in unlocking opportunities for every student. An open book also represents inclusivity and access to core values that define Sunshine Charter School's mission to serve diverse communities and multilingual learners.
- The sunshine emerging from behind the book represents hope, growth, and a bright future. The sun is a universal symbol of enlightenment and new beginnings. In this logo, it signifies the transformational power of education and the light it brings into the lives of students and their families. The rays of the sun also reflect the reach of the Charter School's impact spreading knowledge, positivity, and empowerment throughout the community.
- The slogan "Life Changing," placed within the logo, encapsulates the essence of the Charter School's vision. Sunshine Charter School does not merely educate, it transforms lives. The slogan affirms the Charter School's commitment to providing an education that equips students not just with academic skills, but with the character, confidence, and compassion to thrive and lead in a diverse and dynamic world.



A Community Rooted in Commitment

Sunshine Charter School traces its origins to a pioneering group of Afghan parents who, driven by a vision of quality education amidst instability, founded a school, Sunshine School, to offer children an internationally benchmarked education in a nurturing environment. From its inception, the flagship school attracted a dedicated community of families, united by their belief in SCS's mission and values.

The concept of Sunshine School was born from the lived experiences of a nation deeply impacted by decades of war and educational disruption. Following the fall of the Taliban in 2001, hope returned to Afghanistan. Amid the national recovery, many professionals and families were inspired to invest in rebuilding their homeland through education.


One of these visionaries was Mr. Ghulam Rasool Nabizada, a respected businessman with a firm belief in the transformative power of education. Together with his son, Mohammad Sami Nabizada, he launched Sunshine School, the first ever private school in Kabul Afghanistan, blending the Afghan Ministry of Education curriculum with global standards to create a rigorous and innovative academic program.

For a school to truly succeed in Afghanistan, it had to respond to the realities of the community. After years of war, many families had been displaced to neighboring countries. Children growing up in Iran and Pakistan and other neighboring countries often had little or no access to public education, or were limited to refugee programs that provided only the basics. Those who remained in Afghanistan faced even greater challenges, girls were banned from schools, educational institutions were destroyed, and children had only minimal opportunities to learn. These circumstances left deep gaps in education. Sunshine School recognized this reality and built a strong academic foundation by adopting an internationally recognized curriculum, bringing together an experienced board of directors, staff, and educators, and most importantly designing the Academic Bridge Program (“ABP”). This program was created to give children with interrupted education a second chance to succeed. Because Afghan education law required students to enroll by age rather than ability, the ABP became essential in helping students catch up academically. It proved remarkably successful, with students not only completing their studies but also going on to earn scholarships at leading private and public universities across Afghanistan and abroad. Alumni secured opportunities through prestigious international programs such as India's ICCR, Turkey's Türkiye Burslari, Scholarship, China's CSC, Kazakhstan's OSCE initiative, Germany's DAAD, and U.S. initiatives like Fulbright and USAID.

Sunshine School pioneered a new model of education and officially opened in 2004 after receiving government approval, serving TK-6th grade students in its inaugural year. It began in a small but well-equipped facility with 16 classrooms and 9 offices, thoughtfully designed to include modern learning spaces such as a computer lab, science lab, library, and playgrounds. Experienced educators were brought on board, and the school quickly reached full capacity in its first year, with 250 students enrolled. Over time, the school expanded into a full TK-12 institution, and enrollment grew to more than 1,445 students within just a few years.

By 2008, Sunshine High School celebrated its first graduating class, with 95% of students passing the Kankor examination Afghanistan's national university entrance exam affirming the





strength of its academic program. In 18 years of operation, Sunshine enrolled over 10,000 students, graduating many who went on to pursue higher education and become leaders in their communities.

Over its 18 years of successful operation, Sunshine School became known as a trusted institution, graduating thousands of students, many of whom pursued bachelor's degrees abroad. Sunshine students earned scholarships from respected international programs, including India's ICCR, Turkey's Türkiye Burslari, Scholarship, China's CSC, Kazakhstan's OSCE initiative, Germany's DAAD, and U.S.-based programs like Fulbright and USAID Programs.

From Afghanistan to Sacramento: Expanding a Legacy

Now, Sunshine Charter School is bringing that legacy of educational excellence to Sacramento. SCS is committed to fostering a warm, inclusive environment where students feel a strong sense of belonging, develop behavioral maturity, and excel academically.

SCS aims to challenge students intellectually, instill self-worth, encourage independence, and prepare them to face future challenges with confidence and resilience. The Charter School's mission is enriched through partnerships with organizations such as the Afghan Coalition, Opening Doors Inc., REDA, and World Relief Sacramento all dedicated to promoting equity, cultural responsiveness, and support for immigrant and refugee families.

SCS's establishment in Sacramento is driven by a clear community need and strong interest from families. The school is petitioning the San Juan Unified School District in accordance with the Charter Schools Act of 1992, presenting a comprehensive charter petition that outlines all 15 required elements per Education Code Section 47605(c)(5)(A)-(O), along with supporting appendices and legal assurances.

This petition demonstrates SCS's readiness to operate both academically and fiscally, with compliance to all applicable laws. The overwhelming support from the community further validates the Charter School's request for an initial five-year charter term.



Bringing the Sunshine Model to Sacramento

After settling in Sacramento, Mohammad Sami Nabizada (founder of Sunshine educational networks) was approached by Afghan refugee and immigrant families who were struggling with the public school system. Parents shared concerns about language barriers, cultural disconnect, lack of bilingual support, and declining academic performance.

Recognizing these challenges, Sami once again saw an opportunity to serve. He collaborated with local community leaders to create a new model: a Farsi-Dari - English Dual immersion and a multilingual Program, designed to meet the linguistic and cultural needs of Afghan and other immigrant students.

With over 500 meaningfully interested students and an active base of parent volunteers, Sunshine Charter School is prepared to be a vital part of the San Juan Unified School District. Rooted in a proven legacy of excellence, the school is committed to working alongside the district and local organizations to enrich educational options and support diverse student populations.

A Future Built on Proven Success

Sunshine Charter School's petition represents more than just an application, it reflects a decades-long journey of resilience, vision, and impact. Built upon the foundational success of Sunshine institutions in Afghanistan, the new charter school in Sacramento is poised to empower students, uplift families, and build stronger communities.

By leveraging the experiences of its founders, honoring the voices of immigrant families, and aligning with district and community goals, SCS presents a compelling case for approval. The Charter School's commitment to academic excellence, cultural inclusivity, and community engagement ensures it is well-prepared to serve Sacramento's diverse student population and carry forward a powerful legacy of education for generations to come.

The Sunshine Formula

A Student-Centered Framework for Excellence in the San Juan Unified School District.

The Sunshine Formula is the Charter School's unique educational framework designed to meet the diverse needs of students in the San Juan Unified School District. Built on a commitment to equity, whole-child development, and measurable academic success, this formula integrates culturally responsive teaching with proven instructional practices. It is not just a philosophy, it is a scaffolded, evidence based, and actionable approach to instruction, tailored to reflect District priorities and State Standards.





The Five Pillars of the Sunshine Formula:

- (1) **Academic Light Data-Driven Instruction.** We implement evidence-based curriculum, aligned to the State Standards, and grounded in regular formative and summative assessment. Teachers use tools like i-Ready, Northwest Evaluation Association Measures of Academic Progress (“NWEA MAP”), and teacher-created benchmarks to identify learning gaps and personalize instruction.
- (2) **Cultural Warmth Identity and Language Integration:** The Charter School reflects the rich linguistic and cultural diversity of SJUSD. Through bilingual support in Farsi-Dari and Pashto, and culturally responsive teaching, students develop strong self-identity while gaining full access to academic content.
- (3) **Well-being & Resilience – SEL Embedded Daily:** Aligned with the District’s focus on whole-child well-being, Sunshine Charter School embeds **Social-Emotional Learning (“SEL”)** into every aspect of the school day, with a deep commitment to **trauma-informed practices**. We recognize that many of our students, especially newly arrived immigrants and refugees have experienced significant adversity, including trauma, displacement, and interrupted education.

Our approach to well-being is not just about building resilience, it is about creating a **predictable, safe, and nurturing environment** where all students can heal, feel seen, and thrive. To achieve this, the Charter School will implement the following strategies:

3(A) **Universal Trauma-Informed Training for All Staff**

Every teacher, instructional aide, administrator, and support team member will receive **comprehensive, ongoing professional development** focused on understanding the impact of trauma on learning and behavior. This training will include how to recognize signs of distress, implement compassionate and culturally aware de-escalation strategies, and support students in a non-punitive, emotionally attuned manner. Culturally specific training will be integrated to address the unique needs of Afghan and other immigrant and refugee populations.

3(B) **Cultivating Psychological Safety:**

Through **consistent routines, clearly defined expectations, and responsive adult-student interactions**, Sunshine Charter School will establish a learning environment that promotes emotional regulation, academic engagement, and a sense of security and belonging.

3(C) **Restorative Practices:**

The Charter School will regularly implement **restorative circles**, class-wide check-ins, and community-building conversations as proactive SEL strategies. When conflicts arise, students will engage in **restorative conflict resolution** that emphasizes accountability, empathy, and relationship repair rather than punishment.





3(D) Culturally Responsive Peer-Support Model:

Sunshine Charter School will establish a structured **peer mentorship program** that pairs older, more socially integrated students with newcomers. These peer mentors will receive training in **active listening, empathy, and cross-cultural communication**, forming a supportive “buddy system” that enhances social integration, emotional well-being, and academic confidence.

3(E) Strategic Partnerships for Clinical Support:

To address more intensive mental health needs, the Charter School will build **formal partnerships with culturally competent mental health organizations** in the Sacramento area. These may include:

- (a) **Opening Doors, Inc.**
- (b) **Lao family Community Development**
- (c) **Afghan Hope Organization**
- (d) **Refugee Enrichment and Development Association (“REDA”)**
- (e) **World Relief Sacramento**
- (f) **Sacramento County Mental Health Services**
- (g) **Afghan cultural association**
- (h) **Afghan coalition**
- (i) **GERA (Global Emergency Response And Assistance)**

Through these partnerships, the Charter School will establish **clear referral pathways** and ensure that students and families have timely access to trauma-informed, individualized clinical support, including therapy, counseling, and crisis intervention.

This multi-tiered approach to social-emotional development and trauma-informed care ensures that Sunshine Charter School is not only a place of learning, but also a community of healing and human connection.

(4) Character and Community – Ethics in Action:

Students engage in community-building, service learning, and character education. These efforts foster a sense of accountability, leadership, and shared responsibility.

(5) Family & Belonging – Partnership-Focused Environment:

We believe that student success thrives through family engagement. The Sunshine Formula ensures consistent, multilingual communication with families and genuine collaboration.





Measurable Outcomes

Each component of the Sunshine Formula connects directly to schoolwide goals and measurable outcomes, including:

- Growth in English Language Arts (“ELA”)/Math proficiency (as measured by California Assessment of Student Performance and Progress (“CAASPP”) and internal diagnostics).
- Improved student attendance and reduced chronic absenteeism
- Decrease in suspension rates and behavioral referrals
- Increased parent participation and satisfaction (via annual surveys)

The Sunshine Formula supports our mission to deliver an inclusive, academically rigorous, and socially supportive learning environment, preparing students to thrive within the San Juan Unified School District and beyond.

Planning Year (2025-26)

The 2025-26 school year will serve as the planning year, during which Sunshine Charter School will complete all foundational work necessary for a strong and sustainable launch. During this period, the Charter School will finalize the design of its academic program, ensuring full alignment with the State Standards. Curriculum development will focus on selecting high-quality instructional materials and establishing a comprehensive scope and sequence for all core content areas.

In addition to curriculum planning, Sunshine Charter School will recruit and hire key members of its executive and leadership team, including the School Principal and other essential administrative staff. These leaders will play a vital role in finalizing instructional plans, establishing operational systems, and ensuring full readiness for the Charter School’s first year of operation.

Facility preparation will also be a major focus during the planning year. Sunshine Charter School will prepare its permanent site at 2500 Marconi Avenue to meet all city and state requirements, including compliance with fire, safety, and zoning codes. The facility will be designed to serve an initial enrollment of 414 students, with the capacity for incremental expansion aligned with projected growth.

By combining thoughtful planning, strategic leadership recruitment, and facility readiness, Sunshine Charter School will enter its first year of operation as a strong, fully prepared, and sustainable educational program that fulfills its mission of providing multilingual, culturally responsive education for Sacramento’s diverse student community.





Enrollment and Growth Plan

Sunshine Charter School will implement a phased growth model to ensure that enrollment increases align with staffing, facility capacity, and program readiness as follows:

School Year	Grade Levels Served	Projected Enrollment
2026–27	TK–6	414 Students
2027–28	TK–7	480 Students
2028–29	TK–8	546 Students
2029–30	TK–8	610 Students
2030–31	TK–8	652 Students

Founding Team

The founding team of Sunshine Charter School consists of individuals who care deeply about education, equity, and the community they serve. This diverse group includes committed educators, professionals, and community leaders who share a strong belief in the power of education to transform lives.

Each member brings practical experience from fields such as K-12 and higher education, nonprofit leadership, charter school management, business, law, and community engagement. Their collective background spans school leadership, curriculum development, financial planning, refugee advocacy, and governance, providing the knowledge and tools necessary to design and operate a successful public charter school.

Several team members have served as university chancellors, school founders, public and charter school principals, public school teachers, business executives, and nonprofit directors. This depth of leadership equips our founding board to provide strong governance, ensure regulatory compliance, and guide the development of a culturally responsive and multilingual program.

Together, we are committed to building a welcoming, academically rigorous learning environment that reflects the needs of Sacramento’s Farsi-speaking communities and any family who values inclusive, high-quality education.





Mohammad Sami Nabizada– Founder & CEO

Mohammad Sami Nabizada is a visionary educator, accomplished leader, innovative thinker, entrepreneur, and award-winning college and university founder with a long-standing commitment to advancing education for underserved communities. Widely recognized for his contributions to Afghanistan’s private education sector, Mr. Nabizada has more than 15 years of proven experience in building and leading high-quality educational institutions.

Mr. Nabizada began his journey in education at a young age. In 2005, as a high school student, he worked alongside his father, Mr. Ghulam Rasool Nabizada, who founded Sunshine Private High School in Kabul, Afghanistan. Supporting daily school operations and assisting students and staff sparked his deep passion for education and leadership. After graduating high school in 2007, he founded Sunshine College in 2008, which quickly became known for its quality programs and student success. In 2010, he established Sunshine University, now one of Afghanistan’s most respected private higher education institutions. Under his leadership, Sunshine grew to three campuses with more than 6,000 students and celebrated over a decade of successful convocations, graduating thousands of students who have gone on to leadership positions in Afghanistan and internationally.

Beyond his work as a school and university founder, Mr. Nabizada also organized and led Afghanistan’s first national Education Expo, bringing together students, educators, and international institutions to expand educational opportunities across the country. His leadership in building institutions, hosting large-scale events, and forging partnerships has earned him widespread respect in Afghanistan’s education sector.

With a deep understanding of leadership, budgeting, facility planning, and school development, Mr. Nabizada has proven expertise in every facet of running successful educational organizations, from instructional leadership and curriculum design to staffing, student services, and community engagement.

Now living in Sacramento, California, Mr. Nabizada is leading the establishment of Sunshine Charter School, California’s first Farsi/Dari, Pashto and English immersion charter school. His vision is deeply shaped by his own immigrant and refugee experience, and his commitment to equitable, multilingual, and culturally inclusive education continues to guide his work. Through Sunshine Charter School, he aims to provide a welcoming, rigorous learning environment that serves Afghan, refugee, and diverse communities across Sacramento.

In addition to his contributions to education, Mr. Nabizada has experience as a business owner in Sacramento, having founded Max Fashion & HomeGoods, a multi-location retail department store. This entrepreneurial success deepened his expertise in budget management, regulatory compliance, staffing, and customer service, further strengthening his ability to lead and grow community-centered institutions in California.





Afshin (Andy) Mirhaj – Chair of the Board

Educational Leader | Curriculum Strategist | School Transformation Expert

Afshin (Andy) Mirhaj is a seasoned educational leader with over two decades of experience in K–12 education, including 16 years in leadership roles across charter and private schools both in the United States and internationally. With a deep commitment to student achievement and equity, Andy has successfully led school turnarounds, built high-performing academic teams, and developed rigorous, student-centered curriculum that drives measurable outcomes.

Andy’s career is marked by a strong focus on innovation, accountability, and excellence. In 2019, as the head of a charter school in Miami, Florida, he led the school to receive the prestigious Blue Ribbon Award of Excellence from the U.S. Department of Education, an achievement that underscores his ability to raise academic standards and foster a culture of success.

His leadership in that role significantly elevated the school’s academic performance, community engagement, and operational effectiveness.

In 2022, Andy accepted a new challenge in Twin Falls, Idaho, where he joined a charter school at a pivotal point in its development. Over the next three years, he spearheaded the creation of a comprehensive curriculum, built a cohesive team of educators, and implemented strategic financial planning. Under his leadership, the student population grew by an impressive 300%, and proficiency rates on state assessments surpassed the Idaho state average, marking the school as one of the most improved in the region.

Born into an immigrant household and raised in Canada, Andy brings a multicultural perspective to his work and a lifelong passion for education as a vehicle for opportunity. He holds a Master of Arts in Educational Leadership from Framingham State University and a Bachelor's Degree in English from Simon Fraser University in British Columbia. His personal and professional journey has shaped a leadership philosophy grounded in empathy, high expectations, and unwavering belief in the potential of every student.

Andy continues to be a strong advocate for student success, educational equity, and the development of schools as transformational spaces for learning and growth. He is driven by the belief that effective leadership can change the trajectory of schools and the lives of the students they serve.





Dr. Naweedullah Danishyar – Board Secretary

Dr. Naweedullah Danishyar is a professional and experienced educator, scholar, and community leader with a deep commitment to advancing education, mental health awareness, and immigrant support. He holds a bachelor's degree in educational management, a master's degree in psychology, and a Ph.D. in Educational Management from internationally recognized universities.

With more than 10 years of teaching experience as a professor at leading private and public universities internationally, Dr. Danishyar has made significant contributions to education and psychology through his teaching, research, and publications. He is the author of several academic works, including the widely acclaimed book *General Psychology*, and has been a featured guest in numerous television interviews promoting mental health awareness.

Dr. Danishyar is fluent in four languages Dari/Farsi, Pashto, English, and Urdu/Hindi giving him unique expertise in multilingual education. His strong belief in dual-language and immersion programs aligns directly with Sunshine Charter School's mission to create culturally responsive learning environments.

In addition to his educational background, Dr. Danishyar brings extensive financial expertise. He has served as a financial advisor and professional throughout his career, helping students and families build financial literacy, manage resources, and plan for long-term success.

Dr. Danishyar is also a highly experienced board member who has successfully served in leadership roles across multiple nonprofit organizations. He is an active board member of the Afghan Hope Community of California, where he helps immigrants and refugees access critical resources, secure employment opportunities, and successfully adapt to life in the United States, with a particular focus on mental health and cultural integration.

His depth of experience in education, psychology, finance, and nonprofit leadership makes him a key asset to the Sunshine Charter School Board, where he contributes his expertise to governance, community engagement, and the development of a high-quality, equitable, and inclusive school model.





Spojmie Nasiri, J.D. – Board Member

Spojmie Nasiri is a highly respected and award-winning Immigration attorney and dedicated community leader with over a decade of experience in immigration law, humanitarian advocacy, and nonprofit leadership. She is deeply passionate about education, youth empowerment, and uplifting immigrant families, demonstrating a lifelong commitment to advancing equity and justice for underserved communities.

Ms. Nasiri earned her Bachelor of Arts in Political Science from the University of California, Davis in 1998 and her Juris Doctorate from Golden Gate University, School of Law in 2003. She is admitted to practice before the California Supreme Court and the U.S. District Court for the Northern District of California and is an active member of both the American Immigration Lawyers Association (“AILA”) and the California State Bar.

With more than ten years of practice, Ms. Nasiri has represented hundreds of clients globally in a wide range of immigration matters, including asylum, refugee resettlement, deportation defense, family-based visas, and naturalization. She is widely recognized for her compassionate, client-centered approach and her ability to develop creative solutions in the most complex cases.

Ms. Nasiri also has extensive nonprofit leadership experience, having served on multiple boards and task forces dedicated to immigrant rights and humanitarian initiatives. She was an integral member of AILA’s Afghan Response Task Force, which received the Michael Maggio Memorial Pro Bono Award (2022) for extraordinary service to Afghan evacuees. Her dedication has earned her numerous accolades, including the Minority Bar Coalition Unity Award (2021), AILA President’s Commendation (2022), and formal recognition in the U.S. Congressional Record for her outstanding pro bono contributions.

In addition to her legal practice, Ms. Nasiri has over 15 years of volunteer experience mentoring young attorneys, leading legal workshops, and supporting immigrant families. A sought-after national speaker and trainer, she is recognized for her expertise in asylum law, humanitarian immigration policy, and Afghan refugee resettlement.

Fluent in Pashto and Dari, Ms. Nasiri brings a deep cultural understanding and a strong personal connection to the immigrant and refugee families that Sunshine Charter School is designed to serve. As an accomplished immigration attorney, she has spent over a decade advocating for families navigating complex legal and resettlement challenges, making her uniquely positioned to support students and parents when they are in need. Her expertise directly aligns with Sunshine Charter School’s plan to create a safe, welcoming environment where families can access resources and feel empowered in their children’s education. Coupled with her nonprofit leadership experience and passion for youth empowerment, Ms. Nasiri’s role on the board strengthens the school’s ability to provide not only high-quality academics but also holistic support for the diverse families of Sacramento.





Dr. J. Douglas Penn, Ph.D. – Board Member

Dr. J. Douglas Penn is an accomplished educator, researcher, and community advocate whose career reflects a deep commitment to equity, cultural responsiveness, and academic excellence. He holds a Ph.D. in Sociology from Western Michigan University, where his research explored the impact of educational opportunities on historically underserved communities.

With over two decades of experience in higher education, Dr. Penn has taught at institutions including the University of Pittsburgh at Bradford, Modesto Junior College, Central Michigan University, Ferris State University, and others. His courses in sociology, race and ethnicity, inequality, and social problems have consistently integrated service learning and activism, giving students opportunities to connect classroom knowledge to real-world community engagement.

In addition to higher education, Dr. Penn has taught at the K-12 level, working with diverse student populations as a middle school teacher, elementary teacher, and substitute teacher in multiple districts. He has also served in community-based educational roles, including tutoring, coaching, and mentoring, with a focus on empowering students from historically marginalized communities.

Dr. Penn's research and professional work are grounded in the sociology of education, race and ethnicity, and the role of philanthropy in addressing structural inequality. He has presented at numerous conferences, served on discussion panels about civil rights and diversity, and published research exploring the long-term impacts of educational programs.

Beyond his academic and teaching career, Dr. Penn has been active in community service projects across the country, including food pantries, youth mentoring, and cultural programs. His dedication to advancing opportunity and equity through education makes him a strong advocate for students and families.

As a board member of Sunshine Charter School, Dr. Penn brings not only his deep academic expertise but also his passion for culturally responsive education and multilingual learning. His extensive teaching, research, and community engagement experience will be instrumental in helping the school deliver on its mission to prepare students for success as multilingual, confident, and globally minded citizens.





Dr. Shiba Rahimi, Psy.D. – Board Member

Dr. Shiba Rahimi is a licensed clinical psychologist (PSY31179), educator, and nonprofit leader with over a decade of experience providing mental health services, advancing culturally responsive care, and supporting families across Northern California. She is the Founder and Executive Director of the Assessment and Development Center of Sacramento (“ADCSac”), where she leads a multidisciplinary team providing therapy, psychological assessments, and educational support for children, adults, and families.

Dr. Rahimi earned her Doctorate in Clinical Psychology and master’s in psychology from Alliant International University in Sacramento, California, where she received the Dean’s Award of Excellence and Scholarship. Her advanced training includes a predoctoral internship at UC Davis Health and a postdoctoral fellowship at Child Haven, Inc. in Fairfield, where she specialized in trauma-informed care for children and families.

With over 12 years of clinical experience, Dr. Rahimi has worked extensively with individuals and families facing depression, anxiety, PTSD, adjustment challenges, grief, and crisis situations. She is also highly skilled in play therapy, cognitive behavioral therapy (“CBT”), psychoanalysis, and attachment-based interventions, allowing her to create personalized, client-centered treatment plans. She has also conducted group therapy programs for parenting, co-parenting, substance abuse prevention, depression, and trauma recovery, and she has extensive experience administering psychological testing for academic, behavioral, and developmental needs.

Dr. Rahimi’s background reflects a deep commitment to education as well as mental health. She has more than eight years of teaching and leadership experience at Avicenna Academy, where she served as a teacher, assistant principal, and administrator, and has taught psycho-educational classes at ADCSac for adults and families. She also spent nearly three years conducting research at UC Davis MIND Institute on ADHD neurodevelopment and at Alliant International University on culturally appropriate role models for Middle Eastern women’s empowerment.

In addition to her clinical expertise, Dr. Rahimi has five years of experience leading nonprofit organizations, giving her unique insight into organizational development, budgeting, and community engagement. Her passion for supporting immigrant and refugee families, particularly in navigating education and mental health systems, aligns closely with Sunshine Charter School’s mission.

Dr. Rahimi’s combination of mental health expertise, nonprofit leadership, teaching experience, and cultural competence makes her an invaluable potential board member. Her work ensures that children and families receive equitable care, culturally responsive support, and the resources they need to thrive both academically and emotionally.





Abdul Saboor Mahzooz – Treasurer

Abdul Saboor Mahzooz is a dedicated legal educator, data analyst, and development professional with extensive experience in teaching, judicial reform, legal advocacy, and institutional development. Over the past decade, he has combined his expertise in law and education to strengthen justice systems and advance educational initiatives in Afghanistan and abroad.

Mr. Mahzooz holds a master's degree in criminal law and criminology and a bachelor's degree in Judiciary and Prosecution from internationally recognized universities. He has served as a Law Faculty Lecturer at both private and public universities internationally, where he taught Criminal Law, Criminology, and Family Law, in addition to working as an ESL instructor to equip students with the English proficiency necessary for higher education and global engagement.

In his work as a Case Management Specialist with Checchi-USAID, Mr. Mahzooz played a key role in Afghanistan's judicial reform by training over 950 court staff in partnership with the Supreme Court of Afghanistan. His efforts helped introduce and implement a modern case-tracking system that was later adopted nationwide.

Mr. Mahzooz has also served as a prosecutor and legal advocate, representing clients in criminal, civil, and family law cases, with a special focus on protecting the rights of women and vulnerable populations. He has collaborated with international organizations such as the International Organization for Migration and the Humanitarian Organization for Sustainable Development, bringing together legal expertise and program management skills to support communities.

His background also includes significant work in data analysis through his role with the DANIDA-MOE Program, a Danish-funded initiative under the Embassy of Denmark, where he supported Afghanistan's Ministry of Education by leading data-driven performance assessments, reporting, and evidence-based policy development.

Currently based in Roseville, California, Mr. Mahzooz is pursuing a Paralegal Certificate at the Paralegal Institute of Washington, D.C., furthering his legal expertise to serve immigrant and refugee communities in the United States.

Mr. Mahzooz's strong belief in the power of education and his extensive experience in law, advocacy, and program development inspired him to join and support the mission of Sunshine Charter School. His leadership and dedication will help ensure the school meets the needs of Sacramento's diverse communities while building a strong foundation for equity and academic excellence.



Founder and Consultant Expertise Areas

Name	Curriculum	Instructional Methodology	School Administration	Teaching	Special Education	Charter School/ Business Development	Legal	School Finance	School Facilities/ Real Estate	Fundraising/Grants	School Non-Profit/ Assoc. Governance	Human Resources
Sami Nabizada	X	X	x	X	X	X		x	X	x	X	x
Afshin Mirhaj	X	X	X	X	X	X		X	X	X	X	X
Naweedullah Danishyar	X	X		X		X		X		X	X	X
Spojmei Nasiri			X			X	X	X		X	X	X
Shiba Halimi	X	X	X	X	X	X				X	X	X
Abdul Saboor Mahzooz	X	X	X	X		X		X	X	X	X	X
J. Douglas Penn	X	X	X	X	X	X		X	X	X	X	X
Supporting Consultants												
Comp Therapy	X	x		X	x							
Young, Minney & Corr, LLP							X	X			X	X
ICON School Management						X		x		x		x



Advisory Board

Sunshine Charter School has established an Advisory Board which consists of respected educators, business leaders, nonprofit professionals, and community advocates many of whom have lived experience as immigrants or have worked closely with refugee and newcomer families in Sacramento. These individuals share a strong commitment to culturally responsive education and student success, especially for families who speak Farsi/Dari, Pashto, and other languages represented in the community.

The Advisory Board supports the Charter School’s mission by offering guidance to the CEO and the school leadership team. Rooted in their diverse professional backgrounds. Their primary role is to provide thoughtful advice on academic planning, cultural programming, and school development. Drawing from their experience in education, leadership, and community work, they share ideas, give feedback, and support decision-making to help ensure that Sunshine Charter School remains aligned with its mission and provides a strong, inclusive educational experience for all students.

Clarification of Non-Conflict with the Education Code

Sunshine Charter School fully complies with **Education Code Section 47602**, which prohibits converting a private school into a public charter school. SCS is a **newly established public charter school**, legally incorporated in California as a **nonprofit public benefit corporation** with its own independent **Board of Directors**, finances, and governance. The Charter School has **no legal, financial, or operational connection** to any prior Sunshine private schools abroad, nor has it transferred any assets, materials, or students from them. The “Sunshine” name is used solely to honor a legacy of educational excellence familiar to Afghan and immigrant families, not to imply continuity of operation. Sunshine Charter School is a **distinct public institution**, established under California law to serve the students of the **San Juan Unified School District**, fully aligned with state standards, district priorities, and all requirements of the **Charter Schools Act of 1992**.





Element 1: EDUCATIONAL PROGRAM

Governing Law: *The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent and lifelong learners. Education Code Section 47605(c)(5)(A)(i)*

The annual goals for the charter school for all pupils and for each Sub Group of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii)

Targeted Student Population and Community Need

Community Need for Sunshine Charter School

Sunshine Charter School is being established in response to the growing needs of families in the San Juan Unified School District, particularly those from Afghanistan and other newcomer backgrounds. These families are seeking educational opportunities that are culturally and linguistically aligned with their children’s experiences.

SCS aims to complement the work of San Juan Unified School District by expanding public school options for families in this richly diverse and dynamic community. As described earlier in this petition, Sacramento and especially the Arden-Arcade area around the 95821 ZIP code has become home to a significant number of Afghan families. This demographic growth has created a clear demand for schools that not only reflect students’ cultural heritage but also prepare them for long-term academic and career success.

As this community continues to grow, so does the demand for schools that both honor students’ cultural heritage and prepare them for academic and career success. Sunshine Charter School is designed to meet this demand through **Farsi-Dari and Pashto dual-language immersion programs with integrated English as a Second Language (“ESL”) support, culturally responsive teaching, and family-centered engagement strategies**. These elements directly address the needs of English Learners, refugee-background students, and families navigating new educational systems.

SCS was created in partnership with local educators, families, and community leaders who recognize this need and are committed to working alongside SJUSD to ensure every student has access to high-quality, inclusive, and responsive education. Sunshine’s multilingual, culturally enriched model will contribute to the district by offering a **safe, rigorous, and identity-affirming learning environment** that prepares all students, regardless of background, with the knowledge, skills, and confidence to thrive in higher education, careers, and civic life.



Evidence Supporting the Establishment of Sunshine Charter School

The Sunshine Charter School is proposed in direct response to significant and persistent educational disparities affecting Farsi-Dari and Pashto-speaking English Learners (ELs) in the San Juan Unified School District (SJUSD). District-level data, along with state benchmarks and research-based practices, indicate that this student population is underserved in the current system and would substantially benefit from a targeted, culturally responsive, and academically rigorous educational program.

1. Rising Multilingual Enrollment with Cultural and Instructional Gaps

San Juan Unified is home to one of the largest and fastest-growing populations of Farsi and Pashto-speaking families in the Sacramento region. In 2023–2024:

2,237 Farsi-speaking and 1,391 Pashto-speaking students were enrolled in SJUSD schools, representing a substantial presence across K–12 campuses.

These students are concentrated in schools such as Dyer-Kelly Elementary, Howe Avenue Elementary, Mira Loma High, and Encina High, many of which serve high-need populations and lack culturally tailored resources.

Despite the scale of this linguistic community, there is no existing public or charter school in SJUSD designed to support the academic and cultural needs of these groups specifically. The SJUSD Local Control and Accountability Plan (LCAP) does not include any dedicated program addressing this language group, highlighting a critical gap in the district’s strategic planning.

2. Alarming Low Academic Proficiency

The California Assessment of Student Performance and Progress (CAASPP) data highlights systemic underperformance among Farsi and Pashto-speaking English Learners:

2023 CAASPP ELA Proficiency:

- EL Pashto: 89.4% did not meet standards in ELA
- EL Farsi (Persian): 89.6% did not meet standards in ELA

2023 CAASPP Math Proficiency:

- EL Pashto: 90.4% did not meet standards in Math
- EL Farsi (Persian): 87.2% did not meet standards in Math

These scores reflect the lowest quartile of district-wide performance, indicating that current instructional models are failing to accelerate academic growth for this Sub Group. In contrast,





non-EL students from the same language groups perform significantly better, underscoring the role of instructional design and support systems in these disparities.

The California School Dashboard further reinforces these patterns, showing limited growth in English Learner progress indicators for the district's high-need language groups.

Language Acquisition Stagnation and Low Reclassification Rates

The English Language Proficiency Assessments for California (ELPAC) show a troubling pattern of long-term EL status and low reclassification among Farsi and Pashto speakers:

2023 ELPAC Performance:

- Over 45% of students remained at Level 1 or Level 2 in both language groups
- Pashto Reclassification Rate: 5.6%
- Farsi (Persian) Reclassification Rate: 8.8%

According to the California Department of Education, effective English Learner programs should aim for a reclassification rate of 15–20% annually [30]. Sunshine Charter School will address this gap through dedicated ELD staff, small-group instruction, home language integration, and family supports.

Concerning Graduation and Dropout Rates

District graduation data shows that Pashto-speaking students are dropping out at higher-than-average rates and graduating at lower rates than their peers:

2023-24 Graduation Data:

- Pashto dropout rate: 13.5%
 - Farsi dropout rate: 7.7%
 - Pashto graduation rate: 71.2%
 - Farsi graduation rate: 75.8%
- (District average > 85%)*

2022-23 Graduation Data:

- Farsi (Persian) dropout rate: **6.8%**
- Farsi (Persian) graduation rate: **71.2%**

- Pashto dropout rate: **13.5%**
- Pashto graduation rate: **71.2%**





These outcomes demonstrate an urgent need for trauma-informed, culturally aware support systems, especially for newcomer and refugee students often struggling with school integration and interrupted education. The Migration Policy Institute underscores that Afghan and Farsi-speaking refugee students face distinct challenges due to educational disruption, trauma, and lack of culturally aligned resources in U.S. schools.

No Targeted School Model Currently Exists

Despite clear patterns of need:

- No SJUSD school or existing charter program is designed specifically for Afghan, Iranian, or Central/South Asian EL students.
- Current bilingual supports in district schools are generalized, and most teachers are not certified in Pashto or Farsi, nor trained in culturally relevant pedagogy specific to these communities.

Families face language-access barriers and report difficulty navigating school systems, advocating for their children, or accessing special education, intervention, and mental health supports. These realities contradict both federal guidance from the U.S. Department of Education on supporting English Learners and the principles outlined in California’s English Learner Roadmap.

2023–2024 CAASPP ELA Performance by Language and EL Status						
EL Status	Language	Performance Level				% Met or Exc
		Not	Near STD	Met STD	Exc STD	
Not EL	Farsi (Persian)	63.3%	18.0%	12.5%	6.2%	18.7%
EL	Farsi (Persian)	89.6%	7.9%	2.0%	0.5%	2.5%
Not EL	Pashto	78.0%	12.4%	8.2%	1.5%	9.7%
EL	Pashto	89.4%	8.4%	2.0%	0.2%	2.2%

2023–2024 CAASPP Math Performance by Language and EL Status						
EL Status	Language	Performance Level				% Met or Exc
		Not	Near STD	Met STD	Exc STD	
Not EL	Farsi (Persian)	71.9%	15.6%	8.8%	3.6%	12.5%
EL	Farsi (Persian)	87.2%	10.1%	2.5%	0.3%	2.8%
Not EL	Pashto	80.4%	14.1%	4.1%	1.4%	5.5%
EL	Pashto	88.9%	9.1%	1.7%	0.3%	2.0%



2022–2023 CAASPP ELA Performance by Language and EL Status						
EL Status	Language	Performance Level				% Met or Exc
		Not	Near STD	Met STD	Exc STD	
Not EL	Farsi (Persian)	19.4%	33.8%	30.4%	16.4%	46.8%
EL	Farsi (Persian)	87.0%	11.0%	1.7%	0.3%	2.0%
Not EL	Pashto	34.2%	36.8%	24.6%	4.4%	28.9%
EL	Pashto	87.1%	9.0%	3.9%	0.0%	3.9%

2022–2023 CAASPP Math Performance by Language and EL Status						
EL Status	Language	Performance Level				% Met or Exc
		Not	Near STD	Met STD	Exc STD	
Not EL	Farsi (Persian)	35.8%	31.1%	20.3%	12.8%	33.1%
EL	Farsi (Persian)	89.1%	7.6%	3.1%	0.2%	3.3%
Not EL	Pashto	46.6%	35.6%	13.6%	4.2%	17.8%
EL	Pashto	90.4%	7.4%	1.9%	0.4%	2.2%

2023–2024 ELPAC Levels by Language					
Language	Level 1	Level 2	Level 3	Level 4	Reclass Rate
Farsi (Persian)	46.9%	25.7%	19.3%	8.1%	8.8%
Pashto	48.3%	25.4%	19.6%	6.7%	5.6%

2022–2023 ELPAC Levels by Language					
Language	Level 1	Level 2	Level 3	Level 4	Reclass Rate
Farsi (Persian)	46.1%	27.5%	19.4%	7.0%	14.8%
Pashto	45.3%	29.3%	18.1%	7.3%	7.4%

2023–2024 Graduation and Dropout Rates			
Language	Cohort Size	Dropout	Graduate
Farsi (Persian)	91	7.7%	75.8%
Pashto	73	2.7%	82.2%

2022–2023 Graduation and Dropout Rates			
Language	Cohort Size	Dropout	Graduate
Farsi (Persian)	73	6.8%	71.2%
Pashto	52	13.5%	71.2%



The Educational Journey of Afghan (Farsi-Dari and Pashto) Speaking Refugee Students and Other Immigrant Students from Similar Backgrounds

Pre-U.S. Educational Experiences

To understand the educational needs of Afghan Farsi-Dari and Pashto-speaking students in Sacramento, it is essential to look beyond test scores and classroom data. Many of these children arrive with complex histories shaped by war, displacement, and years of interrupted education. While Afghan students make up one of the largest newcomer groups in the region, other immigrant and refugee students from similar backgrounds face comparable challenges. Sunshine Charter School recognizes that interrupted schooling, language barriers, and trauma cut across communities and require culturally responsive solutions.

In Afghanistan, formal education generally begins at age seven, with limited access to early childhood programs such as Transitional Kindergarten or Kindergarten. Many rural schools operate with minimal resources often without electricity, safe buildings, or trained teachers. Students may learn outdoors with few or no textbooks. A child completing 5th or 6th grade in such an environment often receives a fragmented education, and English instruction, if available, typically starts only in grade 5. As a result, many new arrivals enter U.S. schools performing at a Kindergarten or 1st-grade level in literacy and math.

While waiting to obtain U.S. visas, many students living in refugee-hosting countries such as Pakistan, Iran, or Turkey experienced inconsistent or temporary schooling through United Nations High Commissioner for Refugees programs or informal community classes. As a result, many missed several years of formal education before resettling in Sacramento.


Academic Challenges in U.S. Schools

Upon resettlement in the U.S., students are typically placed by age rather than academic readiness. For instance, a 12-year-old who has missed multiple years of schooling and is just beginning to learn English may be placed in a 6th or 7th-grade classroom with peers who have had continuous education. This gap often leads to frustration, disengagement, and low self-esteem.

In San Juan Unified School District, over **3,600 Farsi-Dari and Pashto-speaking students** were enrolled in 2023-24, representing one of the largest English Learner Sub Groups in the District. Data shows these students face some of the **lowest academic proficiency and reclassification rates**, underscoring the urgent need for a program specifically designed to meet their linguistic and academic needs.

The Risk of School Failure and Its Societal Impact

Students who cannot access a culturally responsive and developmentally appropriate education are at serious risk of disengaging from school completely. Many begin to believe they are not smart enough, carry shame for not understanding, and develop mental health issues such



as anxiety, depression, and hopelessness. They feel invisible in a system that does not reflect who they are or where they have been.

Eventually, some drop out and for marginalized or traumatized youth, the impact reaches far beyond the classroom. Young people without education or support are more likely to experience poverty, gang involvement, substance abuse, or homelessness. This cycle harms not only individuals but entire families and communities for generations.

Trauma and Emotional Well-Being

Many Afghan and other refugee students also carry emotional trauma caused by war, family separation, or prolonged instability. These experiences often manifest as anxiety, withdrawal, or difficulty focusing in class. Without adequate support, students may internalize failure or disengage entirely. Research consistently links trauma to academic underperformance, demonstrating that students cannot learn effectively without feeling safe and supported.

SCS Response: A Culturally Responsive, Trauma-Informed Approach

Sunshine Charter School is designed to address these barriers through the following components:

- **Dual-Language Immersion:** Farsi-Dari/English program enables students to maintain their home language while building English proficiency, biliteracy, and cultural pride.
- **Multilingual Program (“MLP”):** A language enrichment model for students that strengthens home language skills while enhancing English fluency and academic performance.
- **Integrated ELD Support:** Structured instruction aligned with the California ELD Standards and federal Title III requirements ensures effective English development and reclassification pathways.
- **Inclusive Services:** Students with disabilities receive individualized support consistent with IDEA and Section 504, integrated into general education settings whenever appropriate.
- **Socioeconomic and Family Supports:** Culturally responsive teaching, family-centered engagement, and partnerships with local agencies address barriers related to poverty, access, and equity.
- **Trauma-Informed Practices:** Implementation of social-emotional learning, restorative practices, and counseling to promote resilience, emotional regulation, and healing.



Family and Community Engagement

SCS fosters an environment where language becomes a bridge rather than a barrier. Teachers, staff, and signage reflect the linguistic identities of students, helping families feel welcome and represented. Parents can communicate in their native language, attend meetings confidently, and participate meaningfully in their child's education. Through this partnership-based model, families are not passive participants, they are empowered collaborators in student success.

Academic Bridge and After-School Program

To address academic gaps resulting from disrupted education, SCS has developed the **Academic Bridge Program**, offered after school and during extended learning opportunities. The ABP provides small-group, bilingual academic support and targeted instruction in reading, writing, and math. Student progress is measured using diagnostic tools such as **i-Ready**, formative assessments, and ongoing progress monitoring to ensure measurable academic growth.

[Please Refer to Appendix E for the Academic Bridge Program structure and implementation]

Partnering with San Juan Unified School District for a Stronger Future:

Sunshine Charter School shares the same vision as the San Juan Unified School District: ensuring that every child has access to a high-quality education, whole-child supports, and equitable opportunities leading to graduation, college, and lifelong success. Our mission complements SJUSD's commitment to educational excellence, innovation, and inclusion by expanding access to culturally responsive and multilingual learning opportunities for families within the District.

Families in the SJUSD service area including the communities of Carmichael, Arden-Arcade, Citrus Heights, Fair Oaks, and neighboring areas deserve additional public school options that reflect their cultural and linguistic diversity while maintaining rigorous academic standards. Sunshine Charter School is proud to collaborate with SJUSD in supporting this shared vision.

Together, we can:

- Empower families with meaningful educational choices that best meet their child's academic and language development needs.
- Strengthen graduation rates and reduce dropout risks through culturally responsive instruction and targeted academic support.
- Improve long-term student achievement and English Learner outcomes through dual-language and multilingual programs.
- Build stronger connections between schools, families, and communities to ensure every child is prepared for success in a diverse and interconnected world.





Target Population – Whom the Charter School is Attempting to Educate

Sunshine Charter School will be located at 2500 Marconi Avenue, Sacramento, CA 95821 and will serve students in grades TK-8 residing in the 95821 and surrounding zip codes of Sacramento, a community marked by cultural and linguistic diversity, as well as significant educational and socioeconomic needs. The 95821 ZIP code covers approximately 7.1 square miles and is home to 38,372 residents, with a population density of about 5,434 residents per square mile based on 2023 American Community Survey (ACS) data. Other demographic data sources, such as GreatData (2025), estimate the population at approximately 39,310 residents and a population density exceeding 6,700 residents per square mile, reflecting population shifts and USPS-based dataset variations^{25 26}

This area has experienced a substantial increase in the Afghan population, leading to a significant rise in Farsi/Dari and Pashto-speaking families, including recent immigrants and refugees from Afghanistan.

SCS aims to serve this diverse student body, particularly those in the immediate surrounding communities. This area includes a growing population of families seeking Multilingual education and a strong academic foundation that prepares their children for higher education and career success.

According to community-based organizations and refugee-resettlement agencies, the greater Sacramento region has become one of the largest Afghan resettlement areas in the United States. Since 2021, thousands of newly arrived families including Special Immigrant Visa (“SIV”) holders, refugees, humanitarian parolees, and other newcomers have resettled in Sacramento. Community partners consistently report that the Arden-Arcade area, including the 95821 ZIP code, is one of the primary neighborhoods where Afghan families reside due to available housing, established cultural networks, and proximity to essential services.

According to the most recent U.S. Census data, the demographic breakdown in this area includes approximately 38% White, 27% Hispanic/Latino, 14% African American, 11% Asian, and 10% identifying as Two or More Races or Other Ethnicities. Notably, more than 40% of residents speak a language other than English at home²⁷.

²⁵ **U.S. Census Bureau.** *American Community Survey (ACS) 2023 5-Year Estimates. ZIP Code Tabulation Area 95821 (Sacramento County, California).* Data retrieved via Census Reporter: Population, land area, and population density.

²⁶ **GreatData.** *ZIP Code 95821, Sacramento, CA – Demographic and Economic Profile (2025).* Population, density, and demographic estimates based on U.S. Census Bureau and U.S. Postal Service datasets.

²⁷ **U.S. Census Bureau.** *American Community Survey (ACS) 2023 5-Year Estimates. Tables DP05 (Demographic and Housing Estimates), S1601 (Language Spoken at Home), and S1501 (Educational Attainment).* ZIP Code Tabulation Area 95821, Sacramento County, California. Data accessed via Census Reporter: <https://censusreporter.org/profiles/86000US95821-95821/>





The area reflects significant educational disparities: only 28% of residents over age 25 hold a bachelor's degree or higher, while nearly 20% lack a high school diploma or equivalent. These figures indicate an urgent need for schools that provide academic acceleration, targeted language support, and family-centered outreach²⁷.

In terms of economic need, more than 30% of families with school-aged children live below the federal poverty line, and over 23% of households earn less than \$25,000 annually. Many families in this area face challenges related to housing instability, underemployment, and limited access to culturally relevant educational resources.

In addition to socioeconomic challenges, public safety remains a concern in the 95821 ZIP code. According to publicly available crime data, the area experiences moderate to high levels of both violent and property crime when compared to surrounding neighborhoods. Based on data from CrimeGrade.org, the violent crime rate in 95821 is 10.16 per 1,000 residents, which includes approximately 7.75 assaults and 1.85 robberies per 1,000 people annually.

In terms of property crime, BestPlaces.net reports a property crime index of 57.8 for ZIP code 95821 well above the national average of 35.4 with frequent reports of burglary, theft, and vehicle-related offenses.

Overall, this ZIP code ranks in the top third of Sacramento neighborhoods for crime, which underscores the importance of establishing schools that provide safe, structured, and supportive learning environments particularly for students living in communities impacted by ongoing public safety concerns.

While the area continues to grapple with these challenges, it is also a place of potential and growth. New housing developments, small business initiatives, and local revitalization efforts reflect a community striving to improve outcomes for families. Sunshine Charter School aims to play a vital role in this renewal by providing a safe, inclusive, academically rigorous environment where all students, especially English Learners and refugee background youth can thrive and access.

Category	Data / Statistics	Source / Notes	Reference Link
Geographic Area	95821 ZIP Code (5.14 sq mi)	U.S. Census Bureau Quick Facts	https://www.census.gov/quackfacts/fact/table/95821
Total Population	33,000 residents	U.S. Census Bureau 2023 ACS 5-Year Estimates	https://data.census.gov
Population Density	6,400+ residents per sq mi	U.S. Census Bureau Quick Facts	https://www.census.gov/quackfacts/fact/table/95821



Category	Data / Statistics	Source / Notes	Reference Link
Afghan Population (Local)	4,033 individuals (12.22%) of local population	Afghan Refugee Resettlement Data (Sacramento County Refugee Program)	https://ha.saccounty.gov/Refugee-Program/Pages/default.aspx
Afghan Population (Greater Sacramento)	21,000 residents and growing	State Department Refugee Arrival Reports / Sacramento Bee Analysis	https://www.sacbee.com/news/local/article269154002.html
Ethnic Composition	White (38%), Hispanic/Latino (27%), African American (14%), Asian (11%), Two or More Races / Other (10%)	U.S. Census ACS Demographics	https://data.census.gov
Languages Spoken at Home	> 40% speak a language other than English	U.S. Census ACS Language Data	https://data.census.gov
Educational Attainment	28% bachelor's degree or higher; 20% no high school diploma	U.S. Census ACS Education Data	https://data.census.gov
Economic Indicators	30% below poverty line; 23% households earn < \$25,000	U.S. Census Income and Poverty Estimates	https://data.census.gov
Public Safety Violent Crime Rate	10.16 per 1,000 residents (7.75 assaults, 1.85 robberies)	CrimeGrade.org Neighborhood Report	https://crimegrade.org/sacramento-95821-ca-crime/
Public Safety Property Crime Index	57.8 (vs. U.S. avg 35.4)	BestPlaces.net City Crime Index	https://www.bestplaces.net/crime/zip-code/california/sacramento/95821
Overall Crime Ranking	Top third of Sacramento neighborhoods for total crime	CrimeGrade.org	https://crimegrade.org/sacramento-95821-ca-crime/
Community Strengths	New housing, small business growth, revitalization projects	Sacramento County Development Reports	https://planning.saccounty.gov

Category	Data / Statistics	Source / Notes	Reference Link
Educational Need	High need for bilingual and culturally responsive schools	SCS Community Needs Assessment 2025	Internal Data (SCS)

Serving Diverse Students in the Community

Sunshine Charter School is designed to reflect the diversity of the San Juan Unified School District and to address the needs of students who have historically faced educational barriers. The Charter School focuses on two key student populations in the greater Sacramento area: English Learners (“EL”) and **students from socioeconomically disadvantaged backgrounds** while maintaining a commitment to inclusion for all learners.

Many students in nearby communities speak Farsi-Dari, Pashto, or other languages at home. To support these students, SCS will provide structured bilingual instruction that helps them maintain fluency in their home language while developing strong English proficiency. The Dual Language Immersion and Multilingual Programs are not simply language initiatives; they are pathways to biliteracy, cultural pride, and academic success. Through this approach, students gain the linguistic and cognitive tools needed to thrive in school and in life while remaining connected to their cultural identity.

At the same time, SCS recognizes that many families in the region face economic hardship, housing instability, and limited access to educational support. The Charter School will provide a tuition-free, academically rigorous option that emphasizes leadership development, college and career readiness, and equitable learning opportunities. Culturally responsive teaching, personalized instruction, and strong family engagement will be at the core of the educational experience, helping close opportunity gaps and promote student success.

In addition to serving English Learners and low-income students, SCS will ensure equitable access for students with disabilities through inclusive practices and individualized support. The Charter School’s collaborative partnerships with families, community-based organizations, and educational leaders will build a culture that celebrates the linguistic, racial, special education, and socioeconomic diversity of the District, preparing all students to excel academically and contribute meaningfully to their communities.

2023-24 Demographics: District, County, and Nearby Schools

Sunshine Charter School is proposed to be located at 2500 Marconi Avenue, Sacramento, CA 95821, within the San Juan Unified School District. The surrounding area is currently served by six District schools: Dyer-Kelly Elementary School (“ES”), Howe Elementary, Cottage Elementary, Del Paso Manor Elementary, Arden Middle, and Arcade Middle. Collectively, these schools reflect significantly higher proportions of English Learners and Socioeconomically Disadvantaged (“SD”) students compared to District and Sacramento County (“County”) averages.



Demographic Overview of Nearby District Schools (2023-24)

The table below summarizes the 2023-24 demographic data for these schools compared to District and County averages.

Source: California Department of Education DataQuest, 2023–24 School Year [26][27]

Category	Dyer Kelly ES	Howe ES	Cottage ES	Del Paso Manor	Arden MS	Arcade MS	Avg: 6 Schools	District	County
AA	7.5%	12.0%	4.3%	6.8%	5.4%	6.6%	7.2%	6.8%	9.9%
AI/AN	0.1%	0.1%	0.4%	0.7%	0.4%	0.3%	0.4%	0.5%	0.4%
A	39.7%	37.3%	40.8%	25.2%	8.3%	24.6%	27.8%	9.5%	17.9%
F	0.1%	0.1%	0.6%	0.6%	0.7%	0.8%	0.5%	1.0%	2.5%
H/L	22.0%	22.8%	12.7%	20.4%	26.4%	22.8%	21.9%	26.5%	32.3%
PI	0.3%	0.8%	0.0%	0.4%	0.8%	0.5%	0.5%	0.6%	1.3%
W	24.8%	23.9%	34.7%	36.5%	50.1%	38.1%	35.4%	46.2%	26.7%
2+	5.3%	2.8%	6.5%	9.4%	7.8%	6.4%	6.5%	8.3%	8.3%
N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.6%
EL	65.9%	58.3%	54.5%	34.9%	9.6%	37.1%	41.3%	17.6%	18.0%
FY	0.0%	0.3%	0.0%	0.1%	0.0%	0.5%	0.1%	0.3%	0.3%
HY	2.6%	3.9%	3.3%	2.1%	2.9%	4.1%	3.1%	3.0%	3.7%
SWD	9.5%	11.3%	13.5%	11.0%	9.9%	13.0%	11.0%	13.9%	13.6%
SD	85.0%	84.4%	82.2%	64.5%	41.7%	72.9%	69.4%	55.1%	62.1%

Key to Abbreviations

- AA- African American
- AI/AN- American Indian / Alaska Native
- A- Asian
- F- Filipino
- H/L- Hispanic / Latino
- PI- Pacific Islander
- W- White
- 2+- Two or More Races





- **N/A**- Not Available / Not Reported
- **EL**- English Learners
- **FY** – Foster Youth
- **HY**- Homeless Youth
- **SWD**- Students with Disabilities
- **SD**- Socioeconomically Disadvantaged

High-Need Student Population

As the data indicate, schools serving the community surrounding Sunshine Charter School’s proposed location educate a significantly higher concentration of high-need students than the District overall. Collectively, the six nearby schools serve a student population in which 41.3% are English Learners and 69.4% are socioeconomically disadvantaged, compared to District averages of 17.6% and 55.1%, respectively.

These statistics highlight the high need for a school model that provides targeted language development, academic intervention, and family-centered support. Sunshine Charter School’s Dual Language Immersion and Multilingual Program alongside the Academic Bridge Program are designed specifically to meet these needs by supporting multilingual learners, closing academic gaps, and promoting long-term success for students and families in the community.





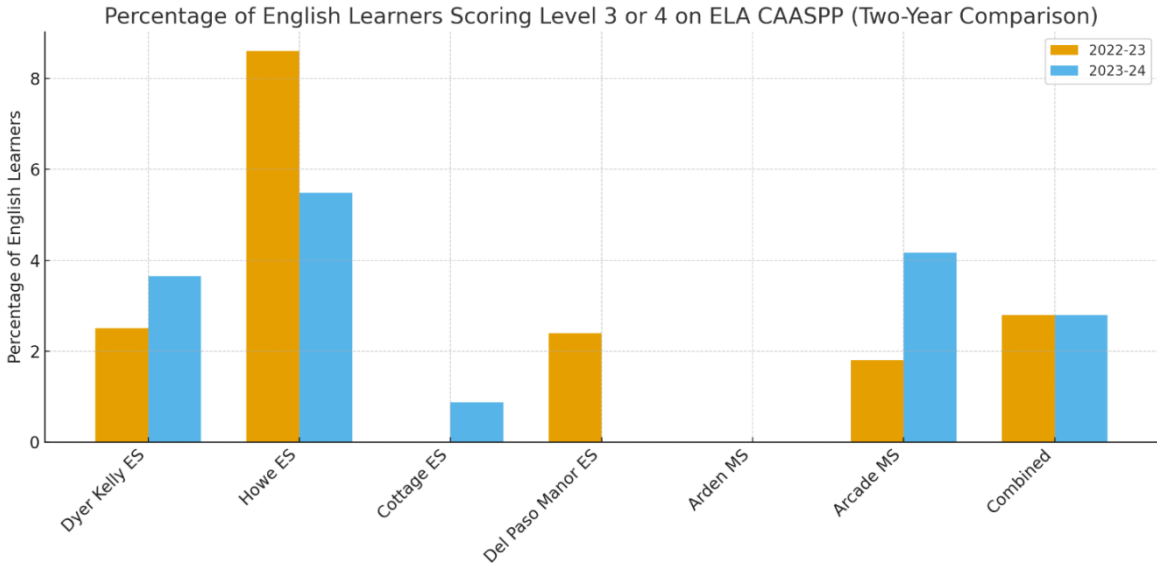
Percentage of English Learners Scoring Level 3 + 4 on 2022-23 ELA CAASPP

	Dyer Kelly ES	Howe ES	Cottage ES	Del Paso Manor ES	Arden MS	Arcade MS	Combined Result
% 3 + 4	2.5%	8.6%	0%	2.4%	0%	1.8%	2.8%

Percentage of English Learners Scoring Level 3 + 4 on 2023-24 ELA CAASPP

	Dyer Kelly ES	Howe ES	Cottage ES	Del Paso Manor ES	Arden MS	Arcade MS	Combined Result
% 3 + 4	3.65%	5.49%	0.87%	Data not available publicly	Data not available publicly	4.17%	2.8%

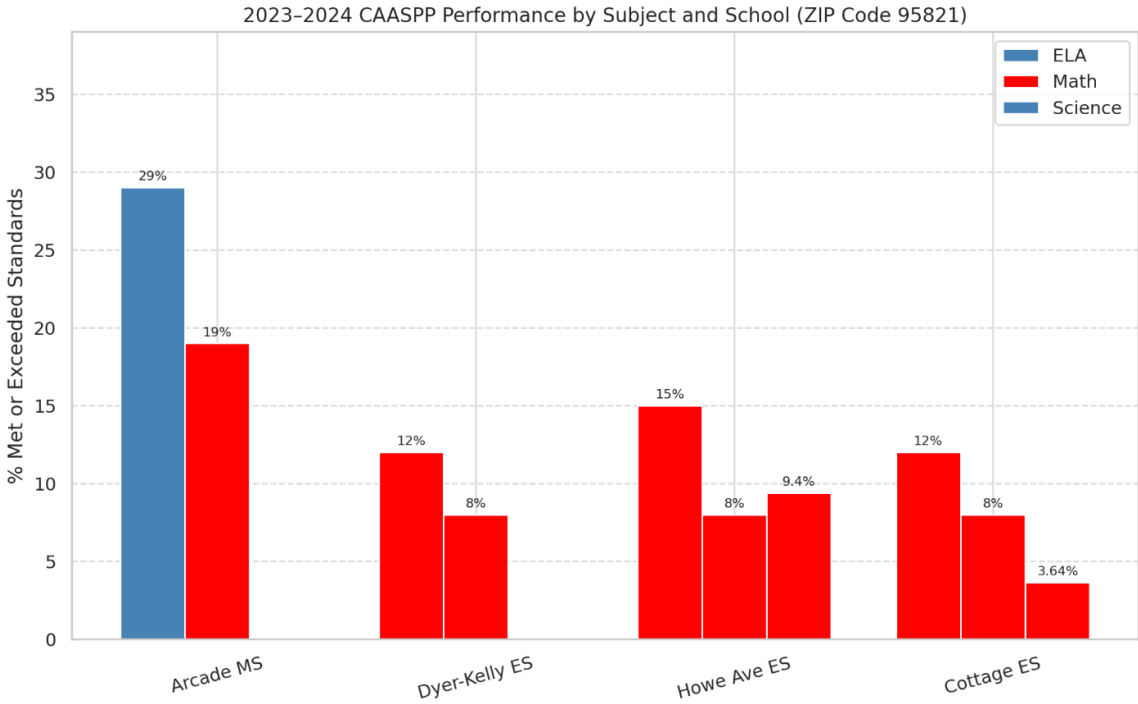
As shown above, less than 3% of English Learners are performing at or above grade level according to the 2022-23 & 2023-24 CAASPP. Many of these students are within the target population that the Charter School is aiming to serve. These underserved groups are prevalent in the neighborhoods surrounding the Charter School’s intended location and have historically faced barriers to academic achievement.





Academic Performance Challenges: 2023-24 CAASPP Results in San Juan Unified School District (ZIP Code 95821)


School Name	ELA (% Met/Exceeded)	Math (% Met/Exceeded)	Science (% Met/Exceeded)
Arcade Fundamental Middle School	29%	19%	Data not provided
Dyer-Kelly Elementary School	12%	8%	Data not provided
Howe Avenue Elementary School	15%	8%	9.4%
Cottage Elementary School	12%	8%	3.64%



As shown above, the 2023-24 CAASPP results reveal a concerning academic trend in schools located within the 95821 ZIP code of the San Juan Unified School District. A significant number of students are struggling to meet grade level expectations in core subjects ELA, Mathematics, and Science.

These results highlight systemic challenges in foundational academic skills across multiple schools, particularly among underserved populations, English Learners, and students





from low-income families. In several schools, fewer than 10-15% of students met or exceeded standards in Math and ELA, with science scores showing similarly low proficiency levels.

Many of the students represented in these data belong to the targeted population Sunshine Charter School aims to serve.

As detailed on the next page under the section titled "*The Educational Journey of Afghans Farsi-Dari and Pashto Speaking Refugee Students*," these students face unique and profound challenges stemming from disrupted education, trauma, language barriers, and cultural disconnection. These barriers demand a focused, culturally responsive educational model, one that Sunshine Charter School is uniquely designed to provide.

This data underscores the urgent need for targeted interventions, culturally responsive teaching, and innovative instructional models such as those proposed by Sunshine Charter School. Sunshine is designed to address these gaps with a focus on multilingual education, personalized support for English Learners, and family engagement to ensure every student has the opportunity to thrive academically.

Families will select SCS based upon the Charter School's location, the intense support that will be offered to English Learners, as described in our program outline below, and SCS focus on appreciation of cultural diversity, rigorous academics, and a welcoming climate. The Charter School is committed to providing an excellent educational environment that respects and incorporates the cultural and linguistic diversity of the community, and on supporting English Learners with becoming fluent in multiple languages. This approach is designed to support the significant number of English Learners SCS anticipates enrolling, including the large number of Afghan American families in the area. The Charter School is open to and welcomes any families interested in a multicultural, multilingual education for their child.

Recognizing the vital role of equity in education, SCS will implement culturally responsive teaching practices, targeted interventions, and robust family engagement to ensure that every student has the opportunity to succeed. SCS is committed to creating a welcoming and supportive environment where every student can grow, gain confidence, and build the skills they need to succeed in school and life and give back to their community.

Over its initial term, SCS anticipates enrollment as shown below (the chart is a projection only, and in no way limits further growth, in accordance with Education Code Section 47605(e)(2)(C)):



Enrollment Projection Overview

Sunshine Charter School will open in the 2026–27 school year serving grades TK–6th in its inaugural year, with an expected enrollment of approximately 400 students and projected growth of approximately 10% annually. This growth reflects strong community demand and trust in the Charter School’s mission and program.

To date, over 600 student interest forms have been submitted through the SCS website, demonstrating significant parent interest across all grade levels. Families believe in SCS as the right educational path for their children, drawn by the Charter School’s focus on academic success, bilingualism, and cultural pride.

Sunshine Charter School 5-Year Enrollment Projection Table

Grade	2026-27	2027-28	2028-29	2029-30	2030-31
TK	40	40	40	60	80
Kindergarten	44	44	44	66	66
1 st	66	66	66	66	66
2 nd	66	66	66	66	66
3 rd	66	66	66	66	66
4 th	44	66	66	66	66
5 th	44	44	66	66	66
6 th	44	44	44	66	66
7 th		44	44	44	66
8 th			44	44	44
TOTAL	414	480	546	610	652





Educational Philosophy

Sunshine Charter School’s educational philosophy is grounded in the belief that every child is capable of high achievement when provided with meaningful, engaging, and culturally responsive learning experiences. We believe learning occurs best in environments that nurture curiosity, creativity, and emotional well-being while honoring each student’s background, language, and identity.

SCS views education as a holistic process that develops both the mind and character. Our instructional model rooted in the Highly Effective Teaching (“HET”) framework connects academics to real-life experiences through hands-on, brain-compatible learning. Students learn by exploring concepts, asking questions, and applying knowledge in authentic ways. By integrating dual-language immersion, social-emotional learning, and family engagement, SCS fosters lifelong learners who are confident, compassionate, and prepared to thrive in a diverse and interconnected world.

Mission, Vision, and School Culture

Mission Statement: Sunshine Charter School’s mission is to create an academically rigorous and culturally enriching learning environment that prepares students for success in college, careers, and life. We graduate multilingual, lifelong learners who are intellectually curious, culturally competent, and globally minded. Rooted in equity and character education, our students develop strong moral values, a sense of responsibility to their community and the environment, and the skills to become real-world problem solvers. Sunshine Charter School empowers students with the knowledge, confidence, and experiences needed to thrive in a diverse society and to contribute meaningfully to an inclusive and united community.

Vision: Sunshine Charter School will be recognized as a national leader in multilingual public education. We will provide an outstanding and innovative immersion program in **Farsi-Dari, Pashto, and English** that inspires students to achieve their fullest potential.

Our vision is to cultivate compassionate, resilient, and globally minded citizens who not only excel academically but also develop the cultural understanding, problem-solving skills, and confidence to lead in an interconnected world. By fostering equity, creativity, and a deep respect for diverse perspectives, Sunshine Charter School will empower students to make meaningful contributions to their communities and beyond.

The culture of **Sunshine Charter School** reflects the Charter School’s mission, values, and the harmonious integration of Eastern and Western educational philosophies. The physical school environment is designed to represent this balance, hallways and classrooms feature **trilingual signage (English, Farsi-Dari, and Pashto)** and artwork that highlights the beauty, diversity, and cultural richness of Afghanistan. Classrooms are decorated with culturally relevant materials in both languages of instruction, celebrating Afghan heritage while promoting inclusivity and global awareness.



SCS implements the **Responsive Classroom CARES framework** to guide students' social and emotional development:


CARES Value	Farsi / Dari (دری)	Pashto (پښتو)
Cooperation	همکاری	همکاري
Assertion	اعتماد به نفس	خان باوري
Responsibility	مسئولیت	مسئولیت
Empathy	همدلی	خواخوړي
Self-Control	خوښتنداری	خان خانگړتيا / خان خانگړه ساتنه

In addition, Sunshine Charter School emphasizes the following **core values** that align with the Charter School's mission and the moral foundations of Afghan and American culture:

Ethical	بااخلاق	Upholding honesty, fairness, and integrity in all actions.
Resilient	پرتلاش	Demonstrating perseverance and courage when faced with challenges.
Compassionate	مهربان	Showing care, respect, and understanding toward others' experiences and perspectives.
Wise	خردمند	Thinking critically and creatively to make informed, thoughtful decisions.

Students engage in classroom and school-wide activities designed to cultivate these traits and values. The **Student Code of Conduct** reflects the CARES framework and the Charter School's values, emphasizing respect, responsibility, and community pride. Families review and sign the **Family Handbook**, which includes the Code of Conduct and outlines shared expectations for behavior and collaboration. A comprehensive **Positive Behavior Interventions and Supports ("PBIS")** system reinforces positive conduct through clear expectations, consistent consequences, and school-wide recognition and incentives.

To deepen cultural understanding, the Charter School integrates Afghan and regional cultural studies throughout the year. Students learn about traditional customs, poetry, and social etiquette such as hospitality and respect for elders. They explore major cultural celebrations, **Nowruz (Persian New Year), Eid al-Fitr, Eid al-Adha, Yalda Night, Afghan Culture Day, and Afghan Independence Day** through music, art, storytelling, and performance. These experiences foster pride in heritage while promoting mutual respect and cross-cultural awareness among all students.



Sunshine Charter School will establish partnerships with Afghan and Farsi-Dari and Pashto cultural organizations and educational institutions to strengthen its language and cultural programs. Collaborations may include the Afghan Cultural Society, Afghan American Chamber of Commerce, and other local diaspora education networks that support heritage preservation and bilingual learning.

SCS will also connect students virtually with peers in Afghanistan, Iran, Tajikistan, and Uzbekistan through secure platforms such as Zoom, allowing them to experience real-life interactions with students who share their language and culture. These exchanges will include collaborative classroom projects, cultural storytelling, art, and language activities that promote mutual understanding and global awareness.

Through these partnerships, Sunshine Charter School will foster cultural pride, global citizenship, and authentic language use ensuring that students remain connected to their heritage while engaging with the broader Farsi-Dari-speaking world.

Through these efforts, Sunshine Charter School nurtures a culture of **respect, belonging, and excellence**, preparing students to thrive as empathetic, principled, and globally minded citizens who honor their heritage while embracing the diversity of the world around them.

School Uniform

Students at Sunshine Charter School will wear a full school uniform featuring the official school monogram, along with school branded backpacks, to promote equality, safety, and a strong sense of community. The Charter School will design, produce, and provide these uniforms to ensure consistency, comfort, and representation of the Charter School's identity, mission, and values.

Families will cover the production cost of uniforms, however, SCS is committed to ensuring that all students have access regardless of financial circumstances. Families who are unable to afford uniforms will receive full scholarships so their children receive all required uniform items at no cost. All assistance will be provided confidentially to preserve family dignity and privacy.

Uniform expectations and guidelines will be clearly outlined in the **Family Handbook**, ensuring that all families understand the policy, uniform options, and the importance of maintaining a neat and respectful appearance that reflects school pride and unity.



Instructional Design

Classroom-Based Program and Grades Served

Sunshine Charter School is designed as a **classroom-based, independent public charter school** serving **Transitional Kindergarten through Grade 8**. The Charter School will maintain a **low student-to-teacher ratio of approximately 22:1** in core academic classes to ensure individualized instruction, strong relationships, and optimal learning outcomes. Each grade level will include one or more classrooms based on annual enrollment and community demand.

The Charter School will maintain the requisite classroom size, adult to pupil ratio, and credential requirements mandated by Education Code Section 48000(g) in its TK classrooms.

Maintaining small class sizes is critical for:

- **Personalized Instruction:** Enabling teachers to provide intensive, individualized support, especially for English Learners, students with interrupted formal education, and those working below grade level due to language barriers or previous schooling gaps.
- **Strong Relationships:** Allowing educators to form meaningful, trust-based relationships with each student, which is essential for social-emotional development, cultural affirmation, and academic engagement.
- **Effective Differentiation:** Providing the time and space for teachers to implement diagnostic assessments, identify learning gaps, and deliver tailored instruction that addresses each student's strengths and areas of growth.
- **High-Quality Language Acquisition:** Supporting dual-language immersion by ensuring students have frequent opportunities to engage in verbal interactions, receive targeted language feedback, and build fluency in both English and their heritage language (Farsi/Dari or Pashto).


In addition to lead teachers, Sunshine Charter School will strategically employ **bilingual instructional aides, language specialists, and technology-supported tools** to provide differentiated instruction and scaffolded support based on each student's language background, proficiency level, and academic needs.

This structure supports SCS's mission to provide a **culturally responsive, academically rigorous, and inclusive learning environment**. Smaller class sizes enable teachers to implement the Charter School's instructional model effectively, offer personalized support, and engage students in interactive, reflective, and hands-on learning experiences across all subject areas.

Small School Size

Sunshine Charter School is a site-based program intentionally designed to be small enough to function as a close-knit community where each student is known, valued, and supported as an individual. Research consistently shows that small school environments foster stronger,





long-term relationships between students and educators creating conditions for deeper engagement, personalized instruction, and improved academic and social outcomes.

TK-8th Grade Configuration

Studies have shown that students in grades 6th-8th who attend K-8th schools experience social-emotional, academic, and behavioral benefits compared to their peers enrolled in standalone middle schools. The K-8th model supports stronger continuity in relationships, smoother transitions between grade levels, and a more cohesive school culture, which can positively impact students' sense of belonging and overall achievement.

Programs Overview

(1) Farsi-Dari and English Dual Language Immersion Program

The Farsi-Dari and English Dual Language Immersion Program at SCS is a TK through Grade 5 program designed to develop bilingualism, biliteracy, and high academic achievement. The program follows a research-based 90/10 immersion model and will launch in the 2026-27 school year with TK and Kindergarten only, with one grade added annually.

The TK program will follow a 90/10 model, with 90% of daily instruction delivered in Farsi-Dari and 10% in English, while Kindergarten will transition to an 80/20 model, providing increased exposure to English as students begin foundational literacy. As students advance through the grades, the proportion of English instruction gradually increases moving from a 70/30 balance in Grade 1, to 60/40 in Grades 2-3, and ultimately reaching a 50/50 balance by Grades 4-5 ensuring a smooth and research-aligned progression toward full bilingual proficiency. This gradual expansion ensures high-quality instruction, balanced language progression, and fidelity to the immersion model.

In middle school (grades 6-8), as discussed below, students' percentage of time spent on Farsi-Dari will vary based on individual need, grade level, and elective course offerings, ranging from a minimum of 20% up to 40% of the instructional day. During these years, Sunshine Charter School transitions to a full English instructional model for all core content areas to prepare students for the academic rigor of high school, while continuing Farsi-Dari as a dedicated language and cultural enrichment program to preserve and strengthen bilingual proficiency.



Dual Language Immersion Model Implementation by Grade

The Sunshine Charter School DLI Program follows a research-based model that gradually transitions from Farsi-Dari dominant instruction to a balanced bilingual model by upper elementary grades. The table below summarizes the year-by-year implementation plan, and the narrative following each row explains the instructional focus and language allocation in detail.

Academic Year	Grade Levels Served	Language Allocation Summary
2026-27	Transitional Kindergarten	90/10 Model —90% in Farsi–Dari, 10% in English
2026-27	Kindergarten	80/20 Model — 80% in Farsi–Dari, 20% in English
2027-28	Grade 1	70/30 Model — 70% in Farsi–Dari, 30% in English
2028-29	Grades 2-3	60/40 Model — 60% in Farsi–Dari, 40% in English
2030-31	Grades 4-5	50/50 Model — 50% in Farsi–Dari, 50% in English

Transitional Kindergarten – 90/10 Model

In the 90/10 model, 90% of the total daily instructional minutes are delivered in Farsi–Dari and 10% in English. During this initial immersion phase, instruction focuses on developing strong oral language skills and early literacy foundations in Farsi-Dari. English is introduced gradually through ELD instruction during the allocated 10% of the day.

Kindergarten – 80/20 Model

In the 80/20 model, 80% of instruction is in Farsi-Dari and 20% in English. Instruction continues to emphasize Farsi-Dari oral language and literacy development while increasing exposure to English. Two core subjects English Language Arts (ELA & ELD) and Mathematics are taught entirely in English (100%), ensuring students build strong foundational literacy and numeracy skills aligned with State Standards. All other core and enrichment areas are primarily in Farsi-Dari.

Grade 1 - 70/30 Model

In the 70/30 model, 70% of instruction is in Farsi-Dari and 30% in English. Three core subjects ELA & ELD, Math, and Science are taught entirely in English (100%), expanding students’ academic vocabulary and comprehension in English while maintaining deep Farsi-Dari proficiency across remaining subjects.





Grades 2-3 - 60/40 Model

In the 60/40 model, 60% of instruction is in Farsi–Dari and 40% in English. Five core subjects ELA & ELD, Math, Science, and Social Studies are taught entirely in English (100%). Enrichment and cultural studies continue in Farsi–Dari, reinforcing biliteracy and cross-linguistic transfer.

Grades 4-5 - 50/50 Model

At this stage, instruction is evenly balanced 50% in English and 50% in Farsi-Dari. Core subjects (ELA, ELD, Math, Science, and Social Studies) are taught fully in English, while enrichment and other core areas are delivered bilingually to maintain full Farsi-Dari literacy. Sunshine Charter School ensures parity of instructional minutes through bilingual content blocks and careful schedule monitoring.

Sunshine Charter School’s gradual language allocation model aligns with research from Thomas & Collier (2012) and the Center for Applied Linguistics, supporting sustained first-language instruction as the most effective pathway to bilingual proficiency and academic success for English Learners and heritage language speakers.

Starting small allows the school to establish a strong instructional foundation, train bilingual teachers effectively, and ensure high-fidelity implementation of the 90/10 immersion model. Each subsequent year, SCS will add one additional grade level until the DLI program reaches Grade 5 in the 2031–32 academic year.

By **Grade 5**, the Dual Language Immersion model will reach full implementation, with instruction balanced equally between **English and Farsi-Dari (50/50)** across all core academic subjects. At this stage, students will have developed strong reading, writing, listening, and speaking skills in both languages, meeting or exceeding grade-level expectations in English Language Arts and Mathematics while also demonstrating advanced biliteracy.


Middle School (Grades 6-8) Dual Immersion

In middle school (grades 6-8), students’ percentage of time spent on **Farsi-Dari** will vary based on individual need, grade level, and elective course offerings, ranging from a minimum of **20 percent up to 40 percent** of the instructional day. In middle school, Sunshine Charter School transitions into a **full English instructional model** for all core content areas to prepare students for the academic rigor of high school.

Subjects taught in Farsi-Dari will include **Farsi-Dari Language Arts (“FDLA”)** and **Farsi-Dari Language Development (“FDLD”)**, along with one additional enrichment or content-area subject such as **Visual Arts, Music, or Cultural Studies** delivered in Farsi-Dari. This structure provides students with meaningful opportunities to apply language skills across academic and creative contexts while maintaining and expanding bilingual proficiency.

Subjects taught in Farsi-Dari are led by **teachers with native or near-native proficiency** in the language, while subjects taught in English are led by **teachers with native English**





proficiency. Coordinated lesson planning between English and Farsi-Dari teachers reinforces cross-linguistic connections and deepens conceptual understanding across both languages.

This balanced, integrated approach ensures that students continue to develop biliteracy and cultural competence while transitioning smoothly into an English-dominant academic environment. It sustains the lifelong cognitive, linguistic, and social benefits associated with bilingualism such as enhanced memory, problem-solving ability, and global awareness while keeping students fully aligned with **State Standards** and **college- and career-readiness benchmarks**.

(2) Farsi-Dari and Pashto Multilingual Program

The Farsi-Dari and Pashto Multilingual Program is a TK through Grade 8 heritage and world language enrichment model that provides all core academic instruction in English while incorporating structured instruction in Farsi-Dari or Pashto Language Arts, Language Development, and Cultural Studies. The language selection track is based on parent choice and student interest; families may choose either Farsi-Dari or Pashto as the world language enrichment option.

The program will begin in the Charter School's first year of operation, serving TK through Grade 6, expand to include Grade 7 in 2027-28, and reach full implementation as a TK-8 program in 2028-29. In addition to formal language study, students will participate in Afghanistan Cultural Enrichment and History lessons throughout the academic year, deepening their understanding of Afghan heritage and global perspectives.

Cultural celebrations, school wide multicultural events, and daily multilingual morning parades will provide opportunities for students to showcase their linguistic skills, cultural pride, and community identity. This program ensures that students maintain strong academic proficiency in English while developing literacy, cultural awareness, and heritage language fluency, preparing them to become compassionate, globally competent citizens.

Together, these programs create inclusive, culturally responsive learning environments that empower all students to achieve high academic standards, develop biliteracy, and strengthen their cultural identity as confident, globally minded learners. This dual commitment to academic excellence and cultural preservation directly aligns with Sunshine Charter School's mission to cultivate multilingual, lifelong learners who are intellectually curious, culturally competent, and rooted in strong moral values. By bridging languages and cultures, Sunshine Charter School prepares students to thrive in a diverse society, contribute meaningfully to their communities, and serve as future leaders in an interconnected world.



Projected Grade Level Expansion by Program

Academic Year	Grade Levels (DLI Program)	Grade Levels (Multilingual Program)
2026-27	Transitional Kindergarten – Kindergarten	TK-Grade 6
2027-28	TK-Grade 1	TK-Grade 7
2028-29	TK-Grade 2	TK-Grade 8
2029-30	TK-Grade 3	Full TK-8 Program Maintained
2030-31	TK-Grade 4	Full TK-8 Program Maintained
2031-32	TK-Grade 5	Full TK-8 Program Maintained

SCS uses nationally recognized instruments such as the American Council on Teaching of Foreign Languages (“ACTFL”) Assessment of Performance toward Proficiency in Languages (“AAPPL”) Measure of Performance, ACTFL Oral Proficiency Interview – Computer (“OPIc”), and/or the Standards-Based Measurement of Proficiency (“STAMP”) assessment to measure oral and literacy proficiency in Farsi–Dari.

(3) Independent Study

Although Sunshine Charter School is designed as a classroom-based program, the Charter School will offer Independent Study under the supervision of a designated credentialed teacher for students who are already enrolled but unable to attend school for an extended period for example, due to medical reasons such as hospitalization or recovery from illness.

In such cases, the parent or guardian may formally request that the student participate in Independent Study. The Charter School will facilitate a Student and Parent Conference with the assigned credentialed teacher, during which the family will review and sign a written Independent Study Master Agreement outlining the terms, expectations, and academic plan for the duration of the independent learning period.

Sunshine Charter School will ensure that all Independent Study programs adhere to state regulations and maintain academic integrity, with clear expectations for student work, accountability, and teacher oversight. The Board of Directors will approve an Independent Study Policy prior to the official opening of the Charter School, and include an Instructional Continuity Plan with strategies to support **pupils' social-emotional, mental health, and academic needs**, and minimize disruptions during an emergency or natural disaster within the Safe School Plan.





Curriculum Standards and Materials

Sunshine Charter School offers a curriculum that is fully aligned with the **State Standards**. In addition, the Charter School will develop rigorous **Farsi-Dari Language Arts Standards**, inspired by the structure and expectations of the English Language Arts Common Core Standards, to ensure academic rigor and literacy development in the partner language.

The Charter School's curriculum is articulated as a **Transitional Kindergarten through Grade 8** system and includes other subjects essential to a healthy and well-rounded education such as **visual arts, music, health and nutrition, technology, and physical education**. These subjects support the development of creativity, critical thinking, and physical and emotional well-being among all students.

For subjects and grades taught in **English**, the Charter School will use **California adopted texts and instructional materials** that are aligned with state frameworks and approved for use in public schools. For subjects and grades taught in **Farsi-Dari**, the Charter School will **adapt, translate, and align State Standards based instructional materials** to ensure that all teaching resources are grade appropriate, linguistically accessible, and culturally relevant. These materials will be reviewed for conceptual accuracy, alignment with state standards, and consistency across both instructional languages.

The Curriculum Development Team, consisting of the Charter School Principal, bilingual teachers, instructional leaders, curriculum experts, partner agencies, and educational consultants, will oversee the review, adaptation, and pilot process for all instructional resources. The Charter School will also conduct regular evaluations of curriculum materials to ensure they remain effective, equitable, culturally relevant, and fully aligned with State Standards and student learning outcomes.


SCS continually seeks to collaborate with curriculum development organizations, bilingual education experts, and educational agencies both locally and internationally to share and source Farsi-Dari instructional materials and best practices. Through these partnerships, the Charter School will access authentic, standards-aligned resources and professional expertise to strengthen program quality and support ongoing curriculum development.

Sunshine Charter School may also engage with ministries of education and academic institutions in Farsi-speaking countries, such as the **Ministry of Education of Afghanistan**, to access additional Farsi-Dari Language Arts materials and culturally relevant academic content. All resources obtained from international partners will undergo a thorough review by the Charter School's Curriculum Development Team to ensure full alignment with California's curriculum frameworks, academic standards, and instructional quality expectations.

Through this layered and collaborative approach combining state adopted English curriculum with adapted and jointly developed Farsi-Dari materials Sunshine Charter School ensures that both instructional programs are academically rigorous, linguistically equitable, culturally responsive, and fully aligned with State Standards.

Curriculum development will follow a multi-year, three-phase process **planning and alignment, implementation and expansion**, and **institutionalization** to ensure continuous





improvement and long-term sustainability. The Principal of the Charter School and the Curriculum and Instructional Leadership Team will oversee the selection, adaptation, and evaluation of materials, ensuring compliance with Education Code Section 47605 and San Juan Unified School District oversight requirements.

Each unit of study will include:

- **Content objectives** aligned to the State Standards;
- **Language objectives** aligned to the ELD Standards;
- **Formative and summative assessments** in both English and Farsi-Dari; and
- **Integration of cultural and social-emotional learning components** to support the development of the whole child.

Farsi-Dari Language Arts and Language Development:

In addition to language immersion across academic content areas, students at Sunshine Charter School receive formal instruction in FDLA and FDLI to achieve native-like fluency, accurate grammar, and strong academic vocabulary. This focused instruction builds biliteracy and supports students in meeting or exceeding State Standards in both languages.

SCS will use curriculum materials from the Afghanistan Ministry of Education, including official textbooks and leveled readers. These materials will be reviewed, adapted, and supplemented by the Curriculum Development Team to ensure alignment with the CCSS English Language Arts Standards and the Charter School's own Farsi-Dari Language Arts Standards.


SCS will also create original lessons and literacy units in collaboration with bilingual educators, curriculum experts, and diaspora education organizations. All instructional resources will be developmentally appropriate, linguistically precise, and culturally authentic.

The Charter School will regularly review and pilot both core and supplemental materials to maintain instructional quality. All resources will be evaluated for language accessibility, academic rigor, and alignment with SCS's biliteracy and cultural goals.

English Language Arts

To support students in developing strong English literacy skills particularly in phonemic awareness, reading fluency, comprehension, and writing SCS utilizes high-quality, research-based instructional programs fully aligned with the CCSS.

In the early grades, SCS will employ a phonics-based approach to build foundational reading skills, supplemented with Guided Reading strategies that foster independent reading, comprehension, and critical thinking. Instructional materials may include well-established and classroom-tested resources such as Houghton Mifflin Reading, Reading A-Z, Words Their Way,



and a variety of leveled texts selected for their rigor, cultural relevance, and developmental appropriateness.

The Charter School also integrates the Great Books program and other high-quality literature to strengthen students' analytical reading, discussion, and interpretation skills.

Writing instruction at SCS is grounded in the Lucy Calkins Writer's Workshop framework, known for its developmental and student-centered approach, and is enriched with strategies from Regie Routman's *Writing Essentials*. These frameworks offer students structured opportunities for authentic writing experiences while supporting mastery of the Common Core writing standards.

Sunshine Charter School will adopt and continuously refine its English Language Arts curriculum to ensure coherence across grade levels, fidelity to the Common Core Standards, and alignment with best practices from top-performing dual-language and multilingual charter schools. Through ongoing evaluation, teacher collaboration, and integration of current literacy research, SCS ensures that all students benefit from a comprehensive, balanced, and culturally responsive literacy program.



English Language Development

At **Sunshine Charter School**, many students will enter as **English Learners**, including recent arrivals with varying levels of English proficiency. To ensure all students master academic English and meet the **ELD Standards**, SCS implements a two-part instructional model:

(1) Designated ELD Instruction

All identified EL students receive **daily, structured ELD lessons** based on their proficiency levels Emerging, Expanding, or Bridging. Instruction focuses on vocabulary, listening, speaking, reading, and writing through high-quality materials such as **Reach for Reading ELD, Reading A-Z, and Rosetta Stone**. Teachers assess progress regularly using portfolios, benchmarks, and classroom performance to guide reclassification decisions.

(2) Integrated Language Support

Throughout the school day, teachers embed **academic language development** across all subjects using Specially Designed Academic Instruction in English (“**SDAIE**”) and Guided Language Acquisition Design (“**GLAD**”) strategies. Lessons include visuals, realia, small-group collaboration, and structured speaking opportunities to ensure full access to grade-level content.

This comprehensive approach enables English Learners at SCS to **develop strong academic English**, succeed in all subject areas, and participate fully in the school’s bilingual learning community.

Mathematics

The mathematics program at **Sunshine Charter School** will be fully aligned with the **CCSS** for Mathematics and designed to build **conceptual understanding, procedural fluency, and real-world problem-solving skills**.

SCS will adopt high quality, state approved mathematics curriculum materials that are fully aligned with the California Common Core State Standards. These materials will promote deep mathematical reasoning, conceptual understanding, and problem-solving skills, and will be selected based on their proven effectiveness in supporting diverse learners, including English Learners and bilingual students.

To enhance comprehension and academic language development, **SCS** will supplement its core mathematics program with research-based resources such as *Math Pathways & Pitfalls* (WestEd) and other similar frameworks that integrate language development with mathematical reasoning. These materials will be used within the English instructional program to support English Learners and will also serve as a professional model for developing equivalent Farsi-Dari math lessons in the Dual Language Immersion program. This approach ensures that all students build both mathematical understanding and academic language proficiency across languages.





Science

The science program at Sunshine Charter School will be fully aligned with NGSS and designed to inspire curiosity, critical thinking, and problem-solving through hands-on, inquiry based learning. The program emphasizes phenomena driven instruction, encouraging students to ask questions, investigate real world problems, and construct evidence-based explanations through the practices of science and engineering.

To ensure a rigorous, engaging, and developmentally appropriate curriculum, SCS will adopt NGSS-aligned instructional materials such as *Amplify Science*, *Science A–Z*, and the *Full Option Science System (“FOSS”)*, developed by the Lawrence Hall of Science, University of California, Berkeley. These programs promote hands-on exploration, sense making, and inquiry, enabling students to apply science concepts to local and global contexts, including environmental sustainability, health, and technology.

Science instruction at SCS will integrate Science, Technology, Engineering, and Math (“STEM”) and engineering design challenges, digital tools, and multilingual supports that encourage both English Learners and bilingual students to participate fully in scientific discourse. Students will also engage in cross disciplinary projects that link science with mathematics, technology, and social responsibility, preparing them to think critically about the world’s complex challenges from climate change to innovation and sustainability.

Through this approach, Sunshine Charter School will cultivate scientifically literate, globally aware students who are prepared for advanced STEM learning in high school and equipped to contribute to creative, sustainable solutions for local and global challenges.

Social Studies

The social studies program at Sunshine Charter School will align with the California History Social Science Standards and Framework (2016) and is designed to build students’ understanding of history, geography, civics, culture, and economics through inquiry based, culturally responsive instruction. Lessons will promote critical thinking, empathy, and civic responsibility by connecting historical and contemporary issues to students’ lives and communities.

SCS will adopt state approved, standards aligned curriculum materials which emphasize inquiry, collaboration, and literacy integration. Students will analyze primary and secondary sources, engage in discussions and projects, and develop communication skills through reading, writing, and speaking about real world topics.

The program will reflect the diverse backgrounds of SCS students by incorporating multicultural perspectives, storytelling, and project-based learning that honor their cultural heritage while building respect for others. Through this approach, Sunshine Charter School will prepare students to become knowledgeable, thoughtful, and active citizens who contribute to a just and inclusive society.





Afghan Culture

At **Sunshine Charter School**, Afghan culture is offered as an **enrichment program**, and it is integrated throughout the curriculum to strengthen students' sense of identity, pride, and connection to their heritage. Cultural learning is incorporated into **Farsi-Dari and Pashto Language Arts**, as well as through storytelling, poetry, music, and social studies, helping students build language proficiency while deepening their cultural understanding.

Students will explore Afghan proverbs, folktales, poetry, and major celebrations such as *Nowruz (Persian New Year)*, *Afghan Culture Day*, *Eid Celebrations*, *Yalda Night (Poetry Evening)*, and *Afghan Independence Day*. These cultural events will be celebrated through school wide programs where students perform traditional songs and dances, share Afghan cuisine, and present cultural displays. Families will be invited to participate in these special occasions, fostering a strong sense of community and pride. Through these experiences, students develop appreciation for Afghanistan's rich traditions and diverse history while promoting cross cultural understanding, respect, and inclusion.

Through school wide cultural events and classroom projects, students will engage in activities such as music and dance performances, poetry readings, arts and crafts, and storytelling circles that highlight Afghan values of **family, unity, and resilience**. These experiences connect language and culture, helping students develop both **biliteracy and a strong sense of identity**.

By celebrating Afghanistan's heritage in authentic and joyful ways, Sunshine Charter School cultivates **cultural pride, empathy, and global awareness**, empowering students to thrive as confident, compassionate, and community-minded individuals.

Visual and Performing Arts


Appreciation of and participation in the arts are essential to each student's development. Art and music inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Students receive instruction in art and music, including both Western and Eastern modes of expression, formats, and examples. Additional opportunities also are provided through partnerships with community arts organizations.

Physical Education

Sunshine Charter School will prioritize the physical health and well-being of all students by providing a comprehensive Physical Education ("PE") program aligned with the California Physical Education Model Content Standards. The program will aim to develop students' motor skills, physical fitness, coordination, teamwork, and positive lifestyle habits.

Students will participate in regularly scheduled PE classes, which will include a variety of age-appropriate physical activities, structured exercises, and movement-based games that support both individual development and collaborative skills. Activities will be designed to encourage a lifelong appreciation for health and fitness.





The Charter School plans to administer the state-mandated Physical Fitness Test (“PFT”) beginning with its first cohort of 5th grade students, in compliance with Education Code requirements.

Health

Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, physical education class, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey informs additional needed interventions.

Technology and Digital Innovation

At **Sunshine Charter School**, technology is integrated across all grade levels to prepare students for the modern, Artificial Intelligence (“AI”)-driven world. The Charter School’s technology curriculum aligns with the **California Computer Science Standards, ISTE Standards for Students, and Next Generation Learning Goals**, ensuring that every student develops digital literacy, problem-solving, and ethical technology use.

From the early grades, students will engage with digital devices and applications to enhance collaboration, creativity, and academic achievement. They will gain proficiency in productivity tools such as word processing, spreadsheets, presentations, and research platforms, while also learning responsible online behavior, data privacy, and digital citizenship.

As part of SCS’s commitment to innovation, **AI literacy and computational thinking** will be introduced to help students understand how artificial intelligence, automation, and data shape the modern world. Beginning in upper elementary and middle school, students will have opportunities to explore **coding, robotics, and digital design electives**, developing foundational programming and creative problem-solving skills.

Technology will be seamlessly integrated into all academic subjects and project-based learning. Students might design bilingual multimedia presentations, create digital science experiments, or use data modeling in math, strengthening both academic and technological competencies.

SCS will maintain a **1:1 student-to-device ratio** and provide teachers with professional development in educational technology, AI integration, and digital ethics. This comprehensive approach ensures that students become adaptable, innovative, and responsible digital citizens ready to thrive in an interconnected global society.



Life Skills

To be successful in the real world, students need more than academic skills and knowledge. Teachers explicitly guide students in learning how to use these life skills every day through the explicit teaching of **Responsive Classroom’s CARES framework**. CARES stands for **Cooperation, Assertion, Responsibility, Empathy, and Self-Control**.

In the middle grades, life skills instruction will be expanded to include the school’s core values: **Ethical, Persevering, Compassionate, and Wise**. In addition, SCS uses **School wide PBIS** and the **Second Step** curriculum. SCS reinforces appropriate behavior through norms, direct instruction, incentives, and other classroom management practices that promote a safe and respectful learning environment.

Because students are learning some content standards through a new language, curriculum adaptations both in instructional strategies and resources are used to make learning linguistically accessible without diluting or lowering academic standards. While some curriculum materials may already be appropriate for student needs, others require adaptation by classroom teachers, with assistance from instructional leaders or external consultants as needed.

In this curriculum adaptation process, which is typical for immersion classrooms, teachers:

- (1) Consult the curriculum guide to identify unit goals and objectives, listing key concepts related to those goals and how mastery will be measured.
- (2) Identify the language structures, expressions, and key vocabulary required for learning the curriculum content.
- (3) List instructional experiences that will help students achieve the learning objectives and determine how materials will support those experiences.
- (4) Rewrite text or adapt content to make it comprehensible by:
 - Using simpler sentence structures and shorter sentences.
 - Emphasizing key terms through boldface or highlighting.
 - Creating or incorporating pictures, diagrams, charts, and graphic organizers to help students understand key terminology.
 - Providing multiple examples, paraphrases, synonyms, antonyms, and restatements of key ideas to reinforce comprehension.

The **Principal of SCS** is responsible for ensuring that the curriculum in both languages and across all grades support students and teachers in achieving the Charter School’s academic and linguistic goals. The Charter School’s staff will regularly review the effectiveness of the curriculum. The **Principal**, in collaboration with the **Farsi-Dari Curriculum Director, Head of English**, and teachers, and in consultation with the **Board’s Education Committee**, will lead the process of selecting, adapting, and developing curriculum materials.





Criteria for curriculum selection include (but are not limited to):

- Suitability for use in dual immersion (Farsi-Dari-English) and multilingual learning environments.
- Alignment with the school’s language fluency goals overall and at each grade level.
- Alignment with the **State Standards** and/or the Charter School’s **Farsi-Dari Language Arts Standards**.
- Integration of valid and reliable assessments (both formative and summative).
- Cultural competency and relevance for the diverse students of the **San Juan Unified School District**.
- Availability of high quality professional development.
- Compatibility with the variety of teaching strategies used in the Charter School.
- Affordability, including both one-time and ongoing costs.

The selection process for new materials includes review of teacher guides and student materials (both digital and print), consultation with subject-matter experts, reference checks with other language immersion schools and programs, review of relevant research, and pilot testing within the Charter School before adoption.





Instructional Approach

Brief Overview

The instructional model at **Sunshine Charter School** is grounded in research-based practices from *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom* by **Susan Kovalik and Karen Olsen**²⁸. This model integrates subjects within meaningful themes to enhance student engagement and deepen learning. The four core principles of this approach **Meaningful Content, Absence of Threat, Reflection Opportunities, and Contextual Learning (“MARC”)** are central to instructional design at SCS

In alignment with these principles, Sunshine Charter School also implements **The Sunshine Formula**, a set of five instructional pillars that guide and unify the school's teaching practices. These pillars **Academic Light (Data-Driven Instruction), Cultural Warmth (Identity and Language Integration), Well-being & Resilience (SEL Embedded Daily), Character and Community (Ethics in Action), and Family & Belonging (Partnership-Focused Environment)** serve as the foundation for lesson design, classroom culture, language development, and student support systems across all grade levels. Each pillar is embedded throughout the HET model and the school's dual-language and multilingual instructional programs, ensuring that every student experiences a learning environment that is rigorous, culturally responsive, emotionally supportive, and community-centered.

For instance, in the early grades, students might explore the life cycle of plants by visiting a local garden. They experience different soil types, observe composting, and examine living organisms such as worms. Back in the classroom, they connect this experience to math by counting seeds or graphing plant growth; in science, they study what plants need to thrive soil, sunlight, water, and air, and in social studies, they examine where crops are grown and explore family or community traditions around food. These real-world connections strengthen understanding and support mastery of the **State Standards**

Curriculum Planning

Teachers collaboratively plan instruction using curriculum maps that outline essential resources and materials by grade level. These materials support hands-on, standards-aligned learning experiences and include both state-adopted and supplemental resources selected to meet diverse student needs.

Consistent with Pillar 1 of the Sunshine Formula Academic Light (Data-Driven Instruction) teachers use formative and summative assessment data to guide instructional planning. Diagnostic tools in both English and Farsi-Dari/Pashto allow teachers to identify learning gaps, personalize instruction, and ensure that every student receives targeted support aligned to their academic needs.

²⁸ Kovalik, S. J., & Olsen, K. D. *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom*. Corwin Press.





Meeting Diverse Learning Needs

SCS recognizes that students learn in different ways. Therefore, the school has adopted the **Highly Effective Teaching** model developed by **Kovalik and Olsen**. This brain-compatible framework is based on:

- The **biology of how students learn**
- **Instructional strategies** that reflect how the brain processes and retains information
- A **conceptual curriculum** that supports multiple learning styles

Teachers receive ongoing professional development in the HET model and are expected to demonstrate proficiency across these areas. This approach ensures that instruction at SCS is **relevant, rigorous, and personalized** for every learner.

This pillar reinforces the HET model by ensuring instruction reflects students' cultural and linguistic strengths. Lessons incorporate students' home languages, cultural experiences, and personal backgrounds to strengthen identity, belonging, and deeper comprehension.

The Biology of Learning

The HET model is grounded in neuroscience and begins with five core learning principles derived from body-brain research. These principles guide instructional design and the creation of learning environments that support whole-child development.

(1) **Intelligence is a Function of Experience**

Research by neuroscientists **Marian Diamond** and **Janet Hopson** demonstrates that enriched environments lead to measurable brain growth. Accordingly, the HET model emphasizes real-world, meaningful learning experiences that actively engage the brain.

Enriched environments incorporate multiple sensory pathways known as the *20 body-brain senses* to deepen understanding and increase retention. When students regularly engage in hands-on, experiential activities, they strengthen neural connections essential for long-term learning.

(2) **Learning Is a Partnership Between Brain and Body**

Effective learning recognizes the inseparable relationship between cognitive and physical processes. Emotions serve as gatekeepers to learning; students must feel safe, valued, and emotionally supported to engage fully in academic tasks. Physical movement enhances learning by stimulating brain activity, improving focus, memory, and emotional regulation.

Aligned with Pillar 3 of the Sunshine Formula Well-being & Resilience (SEL Embedded Daily) SCS ensures that classrooms are emotionally supportive environments where trauma-informed practices, predictable routines, and SEL strategies help students feel safe and ready to learn.





(3) **Multiple Intelligences Support Diverse Learning Styles**

Building on the work of **Howard Gardner**, the HET model acknowledges that intelligence is not singular. Gardner defines intelligence as “*the capacity to solve problems and/or create products,*” shaped by individual experiences and environments. The HET framework encourages varied instructional methods to support different ways of learning, ensuring all students access content meaningfully.

(4) **Learning Is a Two-Step Process**

Learning involves both understanding and application:

- (a) **Step One - Pattern Seeking (Input):** Students look for familiar patterns and connections in new information.
- (b) **Step Two - Program Development (Output):** Students internalize and apply knowledge through meaningful use and repetition, transferring it into long-term memory.

(5) **Personality Influences Learning and Performance**

Every student brings a unique personality to the classroom. Personality traits influence how students absorb information, collaborate, and respond to challenges. Educators recognize and honor these differences, adapting strategies to meet a variety of emotional, social, and cognitive needs.





Instructional Strategies

SCS incorporates the ten elements of **body-brain compatible education** defined by **Kovalik and Olsen** in the HET model. These strategies translate neuroscience into practical classroom practices that foster deep learning, engagement, and retention.

(1) **Absence of Threat / Nurturing Reflective Thinking**

Students learn best in emotionally supportive environments. Teachers intentionally cultivate classrooms where students feel respected, valued, and free from fear allowing them to take risks, share ideas, and engage fully in learning.

In alignment with Pillar 3 of the Sunshine Formula Well-being & Resilience (SEL Embedded Daily) teachers implement trauma-informed practices, predictable routines, and daily SEL strategies to ensure students feel emotionally safe, supported, and ready to learn.

(2) **Sensory-Rich “Being There” Experiences**

Real-world, hands-on experiences activate multiple senses and create strong neural pathways. Field trips, community projects, and interactive lessons help students connect classroom content to life outside of school.

(3) **Meaningful Content**

Learning becomes powerful when it connects to students’ lived experiences, cultures, and interests. Teachers design lessons that ensure relevance, engagement, and deeper understanding.

Consistent with Pillar 2 Cultural Warmth (Identity and Language Integration) teachers intentionally incorporate students’ home languages, cultural traditions, and community experiences into lessons, strengthening identity, belonging, and academic engagement.

(4) **Enriched Environment**

Classrooms are designed to be vibrant and resource-rich, incorporating real objects, cultural materials, and visuals. This setting immerses students in content and reinforces understanding through multiple modalities.

(5) **Movement to Enhance Learning**

Physical movement boosts memory, focus, and emotional regulation. Students engage in brain breaks, stretching, rhythmic activities, and hands-on exploration to enhance focus and retention.

(6) **Choices**

Students are empowered with voice and choice in demonstrating understanding. Teachers offer multiple ways to approach assignments, supporting varied learning styles and interests.





(7) **Adequate Time**

Learning takes time. Lessons are structured to allow students to explore ideas deeply, ask questions, and build mastery at their own pace.

(8) **Collaboration**

Learning is social. Students work in pairs and groups that foster academic growth and interpersonal skills, emphasizing shared problem-solving and respect.

Aligned with Pillar 4 Character and Community (Ethics in Action) collaborative learning also develops empathy, responsibility, communication skills, and ethical decision-making as students learn to work respectfully and cooperatively with others.

(9) **Immediate Feedback**

Constructive, timely feedback helps students recognize progress and make improvements while reinforcing self-reflection and ownership of learning.

(10) **Mastery (Application)**

The goal is mastery, not mere coverage. Students demonstrate learning through real-world applications, creative projects, and performances that show understanding in authentic ways.

Conceptual Curriculum

Drawing from the HET model, SCS implements a **conceptual curriculum** that enhances the brain’s natural learning process through pattern seeking and program building. This approach supports mastery of the **State Standards** while ensuring that learning remains meaningful, engaging, and enduring.

Unlike traditional textbook-based models, SCS’s conceptual curriculum actively engages both the mind and body through hands-on learning and sensory-rich experiences. Lessons are built around **organizing concepts** that integrate multiple subject areas, helping students make real-world connections across disciplines.

(1) **Sensory-Rich Experiences**

The hallmark of conceptual learning at SCS is the use of “*Being There*” sensory-rich experiences. Research confirms that deep learning requires full sensory input and is reinforced by emotion and movement. Whether students visit a park, grocery store, museum, or school garden, these environments connect abstract ideas to lived experiences. Teachers use these local “learning labs” to make academic standards tangible and memorable.

In alignment with Pillar 2 of the Sunshine Formula Cultural Warmth (Identity and Language Integration) teachers incorporate students’ cultural backgrounds, home languages, and community traditions into these sensory-rich experiences to strengthen identity, belonging, and relevance.





Table 1.2: Types of Sensory Input


(Adapted from *Exceeding Expectations* by Susan Kovalik and Karen Olsen, 5th Ed., 2016)

Table 1.2: Types of Sensory Input

Adapted from Exceeding Expectations by Susan Kovalik and Karen Olsen (5th Edition, 2016)

Sense	Type of Input	Examples of Sensory Input
Sight	Visible light	Reflections on water, darting fish, colorful objects
Hearing	Air vibrations	Laughter, clashing rocks, splashing water
Touch	Tactile contact	Bare feet in cold water, shaking hands
Taste	Chemical molecular	Ice cream on the tongue
Smell	Olfactory molecular	Fresh-cut grass, mint scent
Balance	Kinesthetic/geotropic	Balancing while moving rocks
Proprioception	Body awareness	Awareness of body in space
Vestibular	Movement-based equilibrium	Using a shovel as body extension
Temperature	Molecular motion	Feeling the warmth of a summer day
Pain	Nociception	Feeling a pinprick
Eidetic Imagery	Neuroelectric image retention	Vivid mental image of a scene
Magnetic	Ferromagnetic orientation	Knowing directions by land features
Infrared	Long electromagnetic waves	Feeling the sun's heat
Ultraviolet	Short electromagnetic waves	Sensing solar energy
Ionic	Airborne ionic charge	Refreshing feeling by water
Vomeranasal	Pheromone sensing	Smelling body odor, sweat, or decomposing food
Proximal	Physical closeness	Sitting shoulder-to-shoulder with someone
Electrical	Surface charge	Feeling static electricity
Barometric	Atmospheric pressure	Noticing a change in wind pressure
Geo gravimetric	Sensing mass differences	Sensing density of materials like rocks





Additionally, when teachers collaborate, they plan lessons that incorporate instructional strategies designed to maximize sensory input and deepen conceptual understanding. “Being-there” experiences, when thoughtfully planned, can activate all 20 body-brain senses. When these senses are engaged, the brain’s electrical and chemical activity increases significantly due to the richness, relevance, and variety of input resulting in more meaningful and lasting learning.

For example, in a fourth-grade lesson, students explore how to decompose fractions by using measuring cups of various sizes to create their own batch of ice cream. Through this hands-on experience, students engage with multiple concepts: they observe states of matter (solid to liquid and back to solid), practice converting measurements (such as $\frac{1}{4}$ teaspoon), read and follow written instructions, and apply math skills to solve real-world problems like calculating how much ice cream is needed to serve each member of their family. This approach transforms academic content into relevant, sensory-rich learning.

(2) Organizing Concept

Each instructional unit at Sunshine Charter School begins with an **organizing concept**, a powerful, overarching idea that ties lessons together and gives learning a shared purpose. Concepts are more memorable and transferable than isolated facts. They help students connect classroom lessons to personal experiences, prior knowledge, and future learning facilitating deep, long-term understanding.

(3) Key Points

Key Points define the specific learning outcomes of each unit. They fall into three categories:


- **Conceptual Key Points:** Broad and transferable, connecting learning across content areas.
- **Significant Knowledge Key Points:** Local and specific, tied to real-world experiences or “being there” locations.
- **Skill Key Points:** Aligned with academic standards, covering core competencies in language arts, math, science, social studies, and the arts.

Teachers use key points to guide instruction and design meaningful **inquiries** that allow students to apply their learning.

(4) Inquiries

Inquiries are structured, engaging activities that help students apply what they’ve learned. These activities are hands-on, emotion-evoking, and sensory-rich, enabling students to build “mental programs” that translate understanding into long-term memory. Effective inquiries:

- Connect to the real world through action and experience

- 
- Engage multiple senses
 - Aligning with academic standards and multiple intelligences
 - Provide opportunities to collaborate and explore social-emotional skills

(5) Social/Political Action Projects

These projects are the culminating expression of integrated learning at Sunshine Charter School. Students are encouraged to apply what they've learned by identifying issues in their community and planning actions to make a difference. These student-led projects help build civic responsibility, confidence, and leadership. They:

- Emerge naturally from the unit's concept and inquiries
- Empower students to choose, plan, and lead initiatives
- Connect academics with real-world problem-solving
- Encourage students to be responsible, informed citizens

These projects directly reflect Pillar 4 of the Sunshine Formula Character and Community (Ethics in Action) as students practice leadership, empathy, ethical reasoning, and civic engagement through authentic, real-world action.

Lifelong Guidelines and LIFESKILLS

Sunshine Charter School promotes a strong culture of respect, trust, and integrity through the Lifelong Guidelines and LIFESKILLS of the HET model. Rather than enforcing behavior through external rules, the school models and reinforces positive behaviors at every level from classroom to leadership. These values are not add-ons, they are built into the fabric of the school.

Aligned with Pillar 4 of the Sunshine Formula Character and Community (Ethics in Action) these guidelines and LIFESKILLS provide a foundation for ethical behavior, leadership development, interpersonal responsibility, and a strong sense of community across the school.

Lifelong Guidelines

- **Trustworthiness** – Acting in ways that earn trust and respect
- **Truthfulness** – Being honest about one's thoughts, feelings, and actions
- **Active Listening** – Listening with the intent to truly understand
- **No Put-Downs** – Speaking and acting in ways that uphold dignity and respect
- **Personal Best** – Doing one's best, given the situation and resources available

These principles serve as the foundation for academic and social-emotional success. At SCS, they are embedded into daily instruction, school culture, and community engagement supporting students in becoming thoughtful, capable, and compassionate individuals.



LIFESKILLS at Sunshine Charter School

At Sunshine Charter School, the development of character and personal responsibility is foundational to our educational model. Grounded in the HET framework, our program incorporates a set of LIFESKILLS core traits and behaviors that help students grow into thoughtful, capable, and compassionate individuals. These skills are taught, modeled, and practiced daily in every classroom, and are reflected in all areas of school life.

Table 1.3: The LIFESKILLS We Teach

Adapted from the Highly Effective Teaching Model

LIFESKILL	Description
Caring	Showing concern and kindness toward others.
Common Sense	Making good decisions using practical judgment.
Cooperation	Working together toward a shared goal.
Courage	Acting according to one’s values, even when it’s difficult.
Creativity	Using imagination to generate new ideas or improve existing ones.
Curiosity	Seeking to understand and explore the world.
Effort	Always striving to do one’s best.
Flexibility	Adjusting to change and being open to new ideas.
Friendship	Building trust and caring relationships.
Initiative	Taking action without being asked.
Integrity	Doing what is right, even when no one is watching.
Organization	Planning and maintaining order.
Patience	Waiting calmly and respectfully.
Perseverance	Continuing to try, even when things are hard.
Pride	Taking satisfaction in one’s personal best.
Problem Solving	Finding creative solutions to challenges.
Resourcefulness	Thinking creatively to overcome obstacles.
Responsibility	Being accountable for one’s actions and duties.
Sense of Humor	Enjoying fun and laughter in positive ways.





In a Highly Effective Teaching classroom, students understand **what** they are learning, **why** it matters, and **how** they can apply it in the real world. These LIFESKILLS are embedded throughout instruction and guide daily interactions, group work, conflict resolution, and project-based learning.

When students experience **meaningful, sensory-rich instruction** whether through hands-on inquiry, real-life field experiences, or collaborative projects they build deep understanding. This kind of learning moves far beyond worksheets and rote memorization. It taps into students' full intellectual and emotional capacity.

Table 1.3: Moving Toward High-Sensory, Real-World Learning

Table 1.3 illustrates the progression from **low-sensory, traditional learning activities** (Levels 1-2) to **high-sensory, experiential learning opportunities** (Levels 5-6) across both the **Knowledge Taxonomy** and the **Application Model**. The goal is to elevate learning from passive memorization to deep understanding and real-world application.

This framework is designed to support teachers in transitioning from teacher-directed instruction to student-centered, inquiry-based learning. Each quadrant in the table represents a different level of engagement and sensory activation.

Examples of Each Quadrant

- **Quadrant A (Low Knowledge / Low Application):**
A student works independently on a reading passage and answers comprehension questions in isolation. The activity is limited in sensory input and interaction.
- **Quadrant B (Low Knowledge / Moderate Application):**
Students work in partners or small groups to complete a worksheet and discuss their answers. While still working with traditional materials, the collaboration increases engagement and social learning.
- **Quadrant C (Moderate Knowledge / High Application):**
Students use various tools such as reading response journals, anchor charts, and classroom materials to refine their answers in collaboration with peers. They prepare to present their improved work, demonstrating deeper thinking and application of knowledge.
- **Quadrant D (High Knowledge / High Application):**
Students collaborate with other groups to analyze their learning, share insights, and expand understanding. They then apply these skills and processes across content areas for example, transferring literacy strategies to a hands-on science project. This quadrant reflects high cognitive engagement, rich sensory input, and cross-disciplinary learning.



Knowledge Taxonomy	Level	Application Model	Quadrant
Evaluation	6	Apply to real-world unpredictable situations	D – Adaptation
Synthesis	5		
Analysis	4	Apply across disciplines	
Application	3	Apply in discipline	C – Assimilation
Comprehension	2		
Knowledge	1	Knowledge in one discipline	A – Acquisition
		Apply in predictable situations	B – Application

Source: Body-Brain Compatible Instruction Teacher Handbook, 2009, page 5

Sunshine Charter School uses this Rigor and Relevance Framework to ensure instruction moves beyond rote memorization toward application in authentic, real-life settings. Our goal is to help students:

- Acquire and comprehend content knowledge.
- Apply learning within and across disciplines.
- Adapt knowledge to solve problems in new, unpredictable contexts.

For example:

- **Quadrant A:** A student completes a worksheet alone, practicing basic skills.
- **Quadrant B:** A group completes a shared task, practicing application within a subject.
- **Quadrant C:** Students connect concepts across disciplines, such as integrating language arts with science.
- **Quadrant D:** Students apply learning to real-world, novel challenges like designing a community solution or leading a social action project.



Instructional Delivery and Teaching Strategies

Instruction at **Sunshine Charter School** integrates research based immersion practices with the **Highly Effective Teaching** framework to ensure every student develops academic mastery, bilingual proficiency, and cultural competence. Teachers use a range of evidence based strategies tailored to both the **Dual Language Immersion** and **Multilingual Program** classrooms.

Explicit and Guided Instruction

Teachers begin lessons with clear, direct instruction to introduce new vocabulary, academic content, and concepts especially critical in dual-language classrooms where students may be learning in a language that is not their native tongue. Lessons are structured for accessibility and clarity, ensuring comprehension through modeling and interactive demonstration.

In alignment with Pillar 1 of the Sunshine Formula Academic Light (Data-Driven Instruction) teachers use diagnostic assessments, ongoing progress monitoring, and formative checks for understanding to determine the level of scaffolding, pacing, and support needed during explicit instruction. This ensures lessons are responsive to student needs and grounded in real-time data.

After explicit instruction, students engage in guided and independent practice that reinforces new learning. Practice activities are designed to promote retention, encourage participation, and allow for differentiation so all students can progress toward mastery at their own pace.


Aligned with Pillar 1 of the Sunshine Formula Academic Light (Data-Driven Instruction) small-group learning is guided by diagnostic data, formative assessments, and continuous progress monitoring. These data points ensure that instruction is personalized, targeted, and responsive to each student's academic and language development needs.

Teachers regularly conduct small-group instruction to reteach, pre-teach, or extend specific standards. Groups are flexible and based on ongoing assessment data. This model allows educators to address both language and academic needs simultaneously, providing targeted support for English Learners, heritage speakers, and students requiring additional challenge or reinforcement.

Inquiry and Problem-Based Learning

Students explore authentic, real-world questions through inquiry-driven projects that integrate multiple content areas. By formulating hypotheses, testing ideas, and solving problems collaboratively, students apply both Farsi-Dari (or Pashto) and English in meaningful contexts. This hands-on approach promotes critical thinking, creativity, and deep understanding while supporting bilingual communication skills.





Aligned with Pillar 2 of the Sunshine Formula Cultural Warmth (Identity and Language Integration) inquiry-based learning intentionally incorporates students’ cultural experiences, multilingual assets, and community knowledge. This ensures that investigations are personally meaningful, culturally relevant, and affirming of students’ identities.

Technology Integration

Technology is used as a tool for learning, exploration, and self-expression across both programs. Students use adaptive learning platforms, multimedia projects, and online research tools to reinforce content knowledge and language skills. In upper grades, SCS plans to implement **Summit Learning** or similar personalized learning platforms to provide differentiated instruction, track progress, and offer individualized feedback.

Consistent with Pillar 1 of the Sunshine Formula Academic Light (Data-Driven Instruction) technology-based platforms provide real-time student performance data that allow teachers to adjust instruction, identify learning gaps, and personalize learning pathways. This ensures technology use directly supports targeted, evidence-based instructional decisions.

Specialized Language Acquisition Strategies

To support multilingual learners, teachers implement research-based language acquisition approaches such as **SDAIE** and **SIOP**. These strategies make academic content comprehensible through visual supports, realia, gestures, modeling, and graphic organizers. Aligned with Pillar 2 of the Sunshine Formula Cultural Warmth (Identity and Language Integration) these language acquisition strategies honor and build upon students’ home languages, cultural backgrounds, and lived experiences. By integrating Farsi-Dari, Pashto, and English meaningfully into instruction, SCS strengthens students’ identity, belonging, and access to academic content.

As students gain proficiency, teachers gradually introduce more complex academic language through paraphrasing, sentence frames, structured dialogue, and opportunities for extended discussion. This approach aligns with **Stephen Krashen’s language acquisition theory**, emphasizing meaningful interaction and natural communication as essential for fluency development.

Connecting Strategy to Mission

Each strategy used in SCS classrooms direct instruction, small-group learning, inquiry, technology, and language scaffolding aligns with the **HET framework** and the school’s mission of developing confident, multilingual, and culturally aware learners. By combining brain-compatible teaching with immersion best practices, Sunshine Charter School ensures that all students thrive academically while gaining the skills to communicate and collaborate across cultures.



Personalized, Mastery-Based Middle Grades Program

Sunshine Charter School's middle grades program builds on the strong academic and bilingual foundation established in TK-5 and introduces greater **personalization** and **mastery-based learning**. Leveraging the advantages of a smaller school setting, SCS ensures that every student progresses at an appropriate pace while exploring their unique interests and goals.

Competency-Based Progression

In select subjects, students advance to new material as they demonstrate mastery through on-demand assessments rather than following the pace of an entire class. Adaptive learning software and applications in English, Farsi-Dari, and Pashto along with a school wide learning management system track student progress and provide personalized learning opportunities, especially for building foundational knowledge and skills.

Personal Learning Paths

Students identify their aspirations, explore areas of interest, and learn which modalities help them succeed best. With support from teachers serving as mentors, students set goals, plan their learning experiences, and take increasing ownership of their progress. SCS uses a digital platform to monitor mastery, identify gaps, and provide timely feedback to students and families.

Attendance

Use of Time

Sunshine Charter School is designed to promote high academic achievement through **extended learning opportunities** across the school day and year. The daily schedule includes structured language development blocks, enrichment periods, and intervention time ensuring that all students receive personalized support to meet or exceed grade-level standards.

Aligned with Pillar 5 of the Sunshine Formula Family & Belonging (Partnership-Focused Environment) SCS emphasizes strong, multilingual communication with families to support consistent attendance. By building trusting relationships and collaborating closely with parents, the school ensures that attendance expectations are understood, supported, and reinforced at home.

Longer School Day

Research consistently shows that students achieve more when provided with **increased academic learning time**. At SCS, students benefit from a longer, more purposeful school day that allows for deeper exploration of content and individualized instruction.

- **Grades KG,1-8:** 8:30 a.m.- 3:00 p.m





Transitional Kindergarten

SCS offers a **half-day TK program** with two sessions to accommodate more families:

- **Morning Session:** 8:30 a.m – 12:00 p.m.
- **Afternoon Session:** 12:00 p.m – 3:30 p.m.

Each session emphasizes foundational skills, early bilingual language development (Farsi-Dari or Pashto), and social-emotional growth. This model maintains small class sizes and a nurturing environment while serving a greater number of students.

After-School Learning and Enrichment

From **3:30 - 5:30 p.m.**, SCS operates a comprehensive **After-School Academic Bridge Program** and **Bilingual Enrichment Program** that extend learning beyond the regular day.

The **ABP** provides small-group, bilingual instruction for students who:

- Need academic intervention or English language support, or
- Would benefit from additional help in core subjects.

Each student completes a diagnostic assessment to identify needs, and teachers design individualized learning plans to close academic gaps.

Aligned with Pillar 1 of the Sunshine Formula Academic Light (Data-Driven Instruction) the ABP uses diagnostic tools, language assessments, and ongoing progress monitoring to develop targeted intervention plans tailored to each student's academic readiness and language development needs.

In addition, the **Bilingual Enrichment Program** offers cultural and creative opportunities such as **music, dance, storytelling, visual arts, and language clubs**, celebrating students' heritage while reinforcing bilingual development.

Consistent with Pillar 2 of the Sunshine Formula Cultural Warmth (Identity and Language Integration) the enrichment program intentionally incorporates students' cultural traditions, home languages, and artistic expressions to strengthen identity, belonging, and multilingual pride.

Together, these programs reflect Sunshine Charter School's commitment to **holistic, inclusive, and high-quality education** that nurtures both academic excellence and cultural pride.

Aligned with Pillar 5 of the Sunshine Formula Family & Belonging (Partnership-Focused Environment) after-school programs strengthen family engagement by offering accessible learning opportunities, cultural activities, and extended support that reinforce school-home connections.





Longer School Year

Sunshine Charter School plans to provide **190 instructional days** each year, barring emergency school closures, ten more than most traditional public schools and fifteen more than the minimum required for California charter schools.

The Charter School aims for a **97% attendance rate** and will promote consistent attendance by:

- Highlighting the extended calendar during enrollment and orientation
- Including attendance expectations in the **Teacher-Parent-Student Compact**.
- Communicating proactively with families about absences or patterns of tardiness
- Offering occasional **make-up sessions or weekend learning opportunities** to maintain progress

A Day in Sunshine Charter School

Sunshine Charter School operates Monday through Friday and is committed to providing a structured, culturally enriching, and academically rigorous environment that supports the holistic development of every student. The daily schedule and routines are thoughtfully designed to nurture academic excellence, strengthen cultural identity, and provide targeted support to students who need it.

Sunshine Charter School will verify compliance annually through its instructional calendar and daily schedule. Any adjustments to instructional time will continue to ensure the Charter School meets or exceeds all **state-mandated instructional minutes**.

Drop-Off and Morning Routine


To support working families, drop-off begins at 7:45 a.m. Students gather in the multipurpose room, where breakfast is served, and they may also read or socialize quietly. At 7:55 a.m., students in grades TK-8 transition to the courtyard for the **Daily Morning Parade and Assembly**, which begins promptly at 8:00 a.m. This school-wide event includes announcements, cultural celebrations, music, and motivational routines to set a positive tone for the day.

The Role of the Sunshine Cultural Committee

The **Sunshine Cultural Committee** is made up of teachers, students and volunteer parents, with rotating duty schedules to ensure consistent support for the Morning Parade. A day or two in advance, this committee carefully designs the agenda, coordinating performances, presentations, and the flow of events.

When a particular class is scheduled to present, the teacher of record actively collaborates with





the committee to guide student preparation and ensure meaningful participation. The program typically includes a flag ceremony and national anthem several times a week, the school anthem performed with live piano accompaniment, student presentations in the form of songs, poems, or cultural dances, as well as a short daily message from the principal or a teacher. Each parade closes with a reflection on a “Value of the Day” such as respect, kindness, or courage, reinforcing shared community values.

At 8:25 a.m., the parade concludes with a school theme or cultural song played over the intercom. Students line up by class and walk to their classrooms with staff supervision, where teachers personally greet each child at the door, creating a warm and welcoming transition into learning.

Morning Parades

The **Morning Parade** is not just a routine, it is a cornerstone of Sunshine Charter School’s culture. Beginning each day with a shared experience builds a sense of unity and belonging among students. It provides a platform to celebrate diversity, highlight cultural traditions, and reinforce the school’s core values in an engaging and joyful way. By involving student leaders and encouraging active participation, the parade fosters confidence, public speaking skills, and leadership. It also creates opportunities for parents and teachers to collaborate, ensuring that cultural traditions are honored and passed on.

This daily practice has a ripple effect on student achievement: it strengthens cultural identity, boosts morale, and prepares students to enter the classroom ready to learn. For immigrant and refugee families, particularly those from Farsi-Dari and Pashto-speaking backgrounds, the Morning Parade symbolizes an inclusive environment where their heritage is respected, celebrated, and woven into the fabric of the school day.

Instructional Day

The instructional day begins at 8:30 a.m. Teachers open with a review of the agenda and learning goals, often using a short morning message to connect prior knowledge to new learning. A 10-15 minute morning movement session follows, helping students activate both their bodies and minds. Throughout the day, instructional aides provide one-on-one or small group support in foundational literacy and math, ensuring that all students including those with interrupted education receive the scaffolding they need to succeed.



Academic Calendar 2026–27

Overview

Sunshine Charter School exceeds the minimum annual instructional minutes required by **California Education Code Section 47612.5**.

- **Transitional Kindergarten & Kindergarten:** Minimum **36,000** minutes per year
- **Grades 1-3:** Minimum **50,400** minutes per year
- **Grades 4-6:** Minimum **54,000** minutes per year

The **2026–27 academic year includes 190 instructional days**, beginning **Monday, August 10, 2026**, and concluding **Friday, June 18, 2027**. This extended calendar provides approximately **10 additional instructional days** beyond most traditional public schools, reflecting SCS’s commitment to maximizing learning time and supporting student achievement.

The calendar incorporates **balanced breaks, cultural observances, and professional development days** while recognizing major U.S. and community holidays celebrated by SCS families.

Professional Development and Teacher Preparation

SCS designates **10 non-instructional days** throughout the year for professional development (PD”), planning, and collaboration. These sessions ensure instructional quality, data-driven decision-making, and continuous teacher growth aligned with the Charter School’s bilingual and culturally responsive model. Typical PD days occur before the school year begins, after each academic term.





SUNSHINE CHARTER SCHOOL

2026 - 2027 ACADEMIC CALENDAR

AUGUST 2026

26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

SEPTEMBER 2026

30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

OCTOBER 2026

27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

DECEMBER 2026

29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

JANUARY 2027

27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

FEBRUARY 2027

31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	1	2	3	4	5	6

MARCH 2027

28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

APRIL 2027

28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

MAY 2027

25	25	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

JUNE 2027

30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

- WEEK END - HOLIDAY
- NO SCHOOL - HOLIDAY
- BREAK - NO SCHOOL
- FIRST & LAST DAY

10 August, 2026 ■ First Day of School 18 June, 2027 ■ Last Day of School

Non Instructional days

- 07 Sep ■ Labor Day
- 11 Nov ■ Veterans' Day
- 23 - 27 Nov ■ Thanksgiving Break
- 26 Nov ■ Thanksgiving Day

- 21 Dec - 8 Jan ■ Winter Break
- 18 Jan ■ Martin Luther King Jr. Day
- 15, 16 Feb ■ Presidents' Days
- 10, 11 March ■ Eid - UI Fitr

- 22 - 26 March ■ Spring Break
- 17, 18 May ■ Eid - UI Adha
- 31 May ■ Memorial Day





SCS Daily Schedules

Transitional Kindergarten

Program Model: Farsi-Dari/English Dual Language Immersion Program 90/10

Parents Drop-Off Begins: 08:20 am Morning Session 11:50 Afternoon Session
Instructional Day starts: 8:30 am Morning Session 12:00 pm Afternoon session

Morning Session: 8:30 am – 12:00 pm
Afternoon Session: 12:00 pm – 3:30 pm

The Transitional Kindergarten program at Sunshine Charter School provides a warm, developmentally appropriate bridge between preschool and kindergarten. Rooted in the California Preschool Learning Foundations and aligned with the California Common Core State Standards for Kindergarten Readiness, the TK program supports early literacy, numeracy, social-emotional learning, and inquiry-based discovery through a nurturing, play-based, and language-rich environment.

In the Farsi-Dari/English Dual Language Immersion model, TK students are introduced to both English and Farsi-Dari through an engaging 90/10 immersion structure 90% of daily instruction delivered in Farsi-Dari and 10% in English during the initial year.

This early exposure builds strong listening comprehension, vocabulary, and cultural awareness while ensuring a smooth pathway toward balanced bilingualism in the upper grades.

The daily schedule is designed to promote cognitive, linguistic, and social development through routines that include small-group instruction, interactive centers, storytelling, music and movement, outdoor exploration, and hands-on sensory learning. Teachers use thematic, integrated units that connect literacy, math, science, art, and social-emotional competencies across both languages.

To meet family needs and optimize classroom capacity, SCS will operate the TK program in two half-day sessions, a morning and an afternoon session. Each session provides 210 minutes of high-quality instructional time, exceeding Education Code Section 47612.5 requirements for Transitional Kindergarten.

Sunshine Charter School will finalize and adopt a Master Bell Schedule for all grades prior to each academic year. The approved bell schedule will reflect the instructional minutes, language allocation, and subject focus outlined in this petition, ensuring ongoing compliance with state instructional minute requirements, dual-language program fidelity, and district standards.





Activity / Subject	Language of Instruction
Arrival, Greetings & Circle Time	Farsi-Dari
<i>Students transition into the learning environment through greetings, songs, calendar routines, and morning conversation. Builds community, social-emotional awareness, and oral language fluency.</i>	
Integrated Thematic Learning (Language & Literacy Block)	Farsi-Dari
<i>Develops foundational language and literacy through stories, songs, and thematic projects. Focuses on listening comprehension, vocabulary, and storytelling aligned with the California Preschool Learning Foundations.</i>	
Mathematics Through Exploration	Farsi-Dari
<i>Introduces early numeracy, counting, and pattern recognition through manipulatives, games, and real-life applications. Encourages mathematical thinking in both concrete and verbal forms.</i>	
Snack / Outdoor Recess	Conversational Farsi-Dari
<i>Provides opportunities for free play, peer interaction, and physical activity while encouraging conversational language in authentic contexts.</i>	
Science / Discovery Time	Farsi-Dari
<i>Engage students in hands-on exploration of the natural world. Encourages observation, questioning, and discovery-based learning aligned with early science foundations.</i>	
Movement, Music & Cultural Expression	Farsi-Dari
<i>Enhances coordination, rhythm, and creativity through movement, dance, and traditional Farsi songs. Builds cross-cultural appreciation and self-expression.</i>	
Early English Language Development	English
<i>Provides structured oral English exposure through songs, storytelling, and interactive play. Focuses on vocabulary, listening comprehension, and simple communication skills. Meets Designated ELD expectations under California ELD Standards.</i>	
Learning Centers / Small-Group Rotations	Farsi-Dari
<i>Hands-on, play-based learning in art, building, sensory, and literacy centers. Teachers provide targeted language and concept development through small-group interaction.</i>	
Closing Circle & Reflection	Farsi-Dari
<i>Students reflect on their day's experiences, share gratitude, and participate in short language-building conversations to reinforce key concepts and social skills.</i>	



Instructional Minute Summary – Transitional Kindergarten (Half-Day Program)

Category	Description / Calculation	Minutes
Number of Instructional Days	5 days per week × 38 weeks	190 days
Instructional Minutes per Day	Half-day schedule	210 minutes
Total Annual Instructional Minutes	190 × 210	39,900 minutes
State Law Minimum Required (TK/K)	Education Code Section 47612.5(a)	36,000 minutes
SCS Total Above Legal Requirement	39,900 – 36,000	+3,900 minutes (Above Requirement)
School Year Calendar	Start Date: August 10, 2026 End Date: June 18, 2027	—

Transitional Kindergarten sessions include one snack and recess period but no formal lunch, as students attend half-day sessions. Grab-and-go meals are available for families who request them.

*Note: The daily schedules for all grade levels (TK-8) for both instructional Programs the Farsi-Dari/English Dual Language Immersion Program and the Multilingual Program are provided in **Appendix (D)** for your review.*



Bell Schedule Overview
(Effective School Year 2026–27)

Effective School Year: 2026–27

Instructional Days: 190 (4 Regular Days + 1 Minimum Day per Week)

Grade Level	Start Time	Dismissal Time	Total Daily Instructional Minutes	Session Type
Transitional Kindergarten	Morning Session: 8:30 am	12:00 pm	210 minutes	Half-Day Session
Transitional Kindergarten	Afternoon Session: 12:00 pm	3:30 pm	210 minutes	Half-Day Session
Kindergarten	8:30 am	3:00 pm	330 minutes	Full-Day
Grades 1-3	8:30 am	3:00 pm	330 minutes	Full-Day
Grades 4-8	8:30 am	3:00 pm	330 minutes	Full-Day
Minimum Day (Grades K–5)	8:30 am	12:30 pm	210 minutes	Weekly Minimum Day (Fridays)

Daily Timing Framework

- Student Drop-Off Begins TK 8:15 am and for (K-8 7:45 am)
- Morning Parade / Assembly: 8:00 – 8:30 a.m. (K-8)
- Instructional Day: 8:30 a.m. – 3:00 pm (K-8)
- Minimum Day Dismissal: 12:30 pm
- After-School Program: 3:30 – 5:30 pm (K-8)




● **INSTRUCTIONAL MINUTES CALCULATOR**

Grades	Grades offered	Number of regular days	Number of instructions Min per regular day	Number of early dismissal days	Number of Instructional Minutes Per Early Dismissal	Number of Minimum Days	Number of Instructional Minutes Per minimum days Minimum Day	Number of (Other) Days	Total Number of Instructional Days	Minutes Required by State Law	Total Number of Instr. Minutes	Number of Instructional Minutes above or below state required Above/below State Required
TK	Y	190	210 min	0	0	0	0	0	190	36,000	39,900	3,900 Min
KG	Y	152	300	0	0	38	210	0	190	36,000	53,580	17,580 Min
1	Y	152	330	0	0	38	210	0	190	50,400	58,140	7,740 Min
2	Y	152	330	0	0	38	210	0	190	50,400	58,140	7,740 Min
3	Y	152	330	0	0	38	210	0	190	50,400	58,140	7,740 Min
4	Y	152	330	0	0	38	210	0	190	54,000	58,140	4,140 Min
5	Y	152	330	0	0	38	210	0	190	54,000	58,140	4,140 Min
6	Y	152	330	0	0	38	210	0	190	54,000	58,140	4,140 Min
7	Y	152	330	0	0	38	210	0	190	54,000	58,140	4,140 Min
8	Y	152	330	0	0	38	210	0	190	54,000	58,140	4,140 Min

How Learning Best Occurs

Learning best occurs in environments that are intentionally designed to be small, inclusive, and student-centered. Research strongly supports the effectiveness of smaller schools as settings where learning is more personalized, relationships are stronger, and academic outcomes are improved. Studies indicate that, second only to socioeconomic status, school size is one of the most significant predictors of student success.

Learning best occurs in a community school model. Sunshine Charter School believes that students thrive when schools work hand-in-hand with local organizations and service



providers to offer integrated support that address the whole child. These supports include expanded learning opportunities, access to health services, mental health resources, and food security through partnerships like food pantries.

Embracing Diversity and Student Voice

Learning best occurs when the school community **values and embraces diversity** in background, perspective, and learning style. At Sunshine Charter School, we believe students thrive when their languages, cultures, and identities are reflected and respected in their education. Exposure to multiple viewpoints fosters empathy, critical thinking, and a deeper understanding of self and others. As Maya Angelou said, “in diversity there is beauty and there is strength,” a principle that guides SCS’s inclusive learning culture.

SCS teachers build on each student’s **prior knowledge, experiences, and cultural assets** to create meaningful learning connections. Informed by Dr. Linda Darling-Hammond’s research on engagement and comprehension instruction at SCS encourages students to learn from diverse sources, peers, teachers, mentors, parents, and community members. Through dialogue and collaboration, students strengthen both academic and social-emotional skills, gaining the confidence to think independently and communicate effectively across cultures.

Teacher Quality and Collaboration

Learning best occurs when teachers are well-qualified, well-prepared, and supported through meaningful collaboration. Research consistently confirms that teachers have the greatest impact on student achievement more than any other factor in schooling. As Professor Carrie Leana notes, the most effective schools cultivate “social capital,” where strong relationships and collaboration among teachers drive instructional excellence.

At Sunshine Charter School, collaboration is embedded in the professional culture. Teachers engage in weekly two-hour collaboration sessions focused on instructional planning, student data review, and alignment across grade levels. In addition, SCS provides six pupil-free data days, structured before- and after-school professional learning, and common planning time for cross-curricular coordination.

This culture of teamwork and continuous improvement ensures early identification of academic and emotional needs, consistent instructional quality, and a shared commitment to every student’s success.



Data-Driven Instruction and Continuous Improvement

Learning best occurs when **educators and administrators use data to guide instruction and improve student outcomes**. Research consistently shows that schools implementing data-driven decision-making achieve stronger and faster academic growth. As the founders of *New Leaders for New Schools* observed, “principals in the most rapidly improving schools almost always cite data-driven instruction as one of the most important practices contributing to their success.”

At **Sunshine Charter School**, teachers and leaders will engage in ongoing data analysis through **backward planning, progress monitoring, and reflective practice**. Using a robust **Multi-Tiered System of Supports (“MTSS”)**, SCS will ensure that every student receives the right level of academic and social-emotional support at the right time. This culture of evidence-based collaboration and responsive teaching ensures that instruction remains purposeful, equitable, and effective for all learners.

High Expectations and Mastery-Based Learning

Learning best occurs when the **curriculum is rigorous, instruction is mastery-based, and high expectations are shared by both teachers and students**. At Sunshine Charter School, we believe that students reach their full potential when they are challenged with ambitious academic goals and provide the support to meet them. As Dr. Carol Dweck notes, “We each have potential across the intellectual spectrum

Research shows that programs combining **high expectations with consistent academic and emotional support** significantly reduce dropout rates and improve college-going outcomes. To uphold these principles, SCS will:


- **Communicate clear learning goals** to students and families.
- **Differentiate instruction and provide targeted scaffolds** aligned with each student’s needs.
- **Offer multiple opportunities** for students to demonstrate mastery, growth, and achievement.

By pairing rigor with compassion, and accountability with support, Sunshine Charter School will foster a culture of **excellence, equity, and empowerment** where every learner can thrive.

Personalized and Student-Centered Instruction

Learning best occurs when **instruction is authentically personalized** to meet the individual needs, strengths, and pace of each student. As the Bill and Melinda Gates Foundation defines it, personalized learning “aligns teaching with each student’s learning style and interests while maintaining high standards.





At **Sunshine Charter School**, personalization goes beyond simple differentiation. Teachers use data-informed planning, flexible grouping, and student goal-setting to tailor instruction that reflects every learner’s strengths, language background, and interests. Echoing Howard Gardner’s insight that “students should not be treated as variants of the same individual,” SCS empowers each child to take ownership of their learning journey.

By moving away from a one-size-fits-all approach, Sunshine Charter School creates an inclusive environment where **every student can thrive, meet high expectations, and realize their full potential.**

Real-World and Experiential Learning

Learning best occurs when **content is relevant, hands-on, and connected to students’ lived experiences.** At **Sunshine Charter School**, we believe students learn most effectively when lessons have real-world purpose and meaning.

Experiential learning by doing is central to our instructional model. This approach emphasizes both active engagement and reflection, helping students connect what they learn in class to life beyond it. Research shows that experiential learning can increase knowledge retention by up to **70% compared to traditional methods**

A key element of this model is **challenge-based learning**, where students investigate meaningful questions and apply creative problem-solving to real issues. This process builds engagement, motivation, autonomy, and practical skills. As one educator noted, “You don’t just teach the kids things; you let them figure it out”.


By immersing students in authentic, community-based projects, **SCS nurtures critical thinking, collaboration, creativity, and confidence** preparing them to thrive as active, capable participants in an interconnected world.

Inquiry and Project-Based Learning

Learning best occurs when **students are inspired to question, investigate, and construct meaning through inquiry and hands-on learning.** These approaches empower learners to apply higher-order thinking skills such as creativity, critical reasoning, ethical reflection, and perspective-taking

At **Sunshine Charter School**, students engage in **interdisciplinary, project-based learning** that connects academic content to their interests and real-world experiences. Through research, experimentation, and exploration, they exercise curiosity, build confidence, and develop a deeper understanding of themselves and their communities.

Project-based learning cultivates **intrinsic motivation and ownership of learning**, while providing authentic opportunities for all students including those who learn differently to demonstrate understanding beyond traditional assessments.



By integrating inquiry-driven projects into every grade level, **SCS nurtures independent thinkers, compassionate leaders, and lifelong learners** prepared to thrive in a global and interconnected society.

Integrating Technology and the Arts

Learning best occurs when **technology and the arts are intentionally integrated** as tools for engagement, creativity, and deeper understanding. Both are proven to boost student motivation, content retention, and overall achievement. Studies show that over **75% of students report technology makes learning more engaging**, and research consistently links engagement to higher performance. Similarly, **arts integration enhances academic success and creativity** across all socioeconomic groups.

At **Sunshine Charter School**, technology and the arts are **core components** of the curriculum, not add-ons. They provide students with diverse, expressive pathways to explore content, solve problems, and collaborate. By merging **digital literacy, artistic expression, and academic rigor**, SCS fosters a dynamic learning environment where students engage meaningfully, express themselves authentically, and gain the skills to thrive in school and beyond.

Preparing Students for Early College Success

Learning best occurs when students are encouraged to see themselves as future college graduates from an early age. Although Sunshine Charter School serves grades TK-8, our middle school program is designed to **lay the foundation for future dual enrollment opportunities in high school**.

Through partnerships with local community colleges and universities, SCS will **expose students to college-level learning experiences**, guest lectures, and mentorship programs. By promoting early academic confidence and college awareness, SCS ensures that students, especially first-generation and immigrant youth enter high school prepared to take advantage of dual enrollment and other advanced academic pathways.

Learning Best Occurs When Families Are True Partners

Learning best occurs when families are actively engaged and valued as essential partners in education. Extensive research confirms that parental involvement regardless of socioeconomic background has a powerful, positive impact on student achievement, attendance, and social-emotional growth.

At **Sunshine Charter School**, families are not passive participants but active collaborators in their children's learning journey. The Charter School intentionally builds strong home school partnerships that foster trust, communication, and shared responsibility. Family involvement is woven into the culture of SCS through regular communication, bilingual family workshops, and community events ensuring that every student is supported academically, socially, and emotionally.



Learning Best Occurs in a Carefully Constructed Learning Environment

At **Sunshine Charter School**, we recognize that every child is unique there is no one-size-fits-all approach to education. Teaching is both an art and a science, and our educators draw from diverse, research-based methods that are culturally responsive and developmentally appropriate.

Our whole-child philosophy nurtures intellectual, emotional, physical, and social growth, ensuring that students develop in all areas of life. SCS embraces the understanding that the multiple domains of intelligence are interconnected and equally valuable. The curriculum is intentionally designed to engage and strengthen each of these intelligences, creating a balanced, inclusive, and holistic learning experience where every child can thrive.

Alignment with the State Standards

Sunshine Charter School ensures full alignment with the **State Standards** while maintaining a curriculum that supports the **whole child** intellectually, socially, and culturally. Instruction is guided by SCS's core values of **cultural responsiveness, holistic learning, and educational equity**, ensuring that rigorous academics are balanced with developmental appropriateness.

To meet state requirements, Sunshine's curriculum is carefully mapped to the State Standards while allowing flexibility for teachers to introduce standards based on students' developmental readiness. The goal is for all students to **meet or exceed statewide performance standards** by the end of eighth grade, in full compliance with **Education Code Section 47605(d)**.


Through this approach, students at SCS will not only master grade-level expectations but also develop the critical thinking, creativity, and problem-solving skills essential for lifelong learning.

The Relevance of Narrative

Narrative provides students with a meaningful conceptual framework that allows them to contextualize their personal experiences and their roles within local, communal, and global contexts. Through narrative, students gain deeper understanding and empathy, connecting individual experiences to broader human themes.

At Sunshine Charter School, storytelling is integral to our pedagogical approach. Teachers begin with folk tales, fairy tales, legends, fables, parables, mythology, and age-appropriate literature for younger students, transitioning to recorded histories, historical accounts, and biographies as students mature. According to classroom observations by Goetz and Sadowski (1996), storytelling deeply engages students of all ages in learning. Listening to stories activates students' internal thought processes, heightens intrinsic motivation, and strengthens their ethical awareness.





During Main Lesson sessions, teachers deliver compelling narratives using vivid, imaginative language to spark curiosity and sustain student attention. These stories are often paired with expressive chalkboard drawings, making students active participants in their learning journey. Following these sessions, classic literature and expository texts are incorporated at suitable intervals to further deepen understanding.

Cognitive scientist Mark Turner, in his book *The Literary Mind*, emphasizes that stories are fundamental cognitive tools. Stories effectively encapsulate complex ideas, information, knowledge, context, and emotions into cohesive, memorable units, greatly enhancing comprehension. Additionally, narratives help students address challenging personal experiences and emotions, such as feelings of isolation, anger, or fear, in a safe and indirect manner.

Tailored stories can also effectively resolve conflicts within the classroom setting, providing a constructive alternative to direct confrontation or criticism. Teaching through narratives fosters profound empathy and ethical insight, shaping strong moral sensibilities in students. The use of pedagogical stories at Sunshine Charter School replaces moralizing lectures, inspiring students to develop a natural sense of right and wrong within themselves and their classroom community.

Biographies are strategically included in our curriculum to encourage students to connect with individuals whose lives have positively impacted society, thereby nurturing aspirational values and motivation. Studies consistently demonstrate that students who engage regularly in storytelling and story reading, both in school and at home, achieve higher scores in creativity, literacy, and problem-solving assessments compared to peers lacking such engagement.


Through purposeful storytelling, Sunshine Charter School cultivates linguistic skills, deep listening abilities, empathy, critical thinking, and ethical decision-making, equipping students with essential life skills and an enriched educational experience.

Visual Representation

Sunshine Charter School believes that the use of visual imagery and emotional connection is a powerful tool in deepening learning and memory. When presenting factual information, teachers will integrate both pictorial and emotional elements to activate students' imagination and internal visualization processes. Research shows that emotions, alongside mnemonic strategies, enhance memory retention. By helping students form strong mental images, teachers provide an essential first step for students to “see” and make meaning of what is being taught.

Throughout the curriculum, teachers will use vivid sensory language and imagery to stimulate imagination and support comprehension. This approach helps students develop an inner sense of space and pattern, essential for time-based processes and cognitive sequencing. These skills lay the foundation for future abilities such as reading comprehension, expository writing, and mathematical reasoning.

As students advance through the grades, teachers gradually introduce more abstract and analytical learning strategies. In grades 4 to 7, teachers will use figurative language such as similes, metaphors, and comparisons to create rich mental imagery. In grades 6 through 8,



students will engage with historical narratives and current events to develop deeper understanding through constructed imagery and critical thinking.

This emphasis on visual and emotional representation supports whole-child development, fosters long-term retention, and encourages meaningful engagement across subjects and languages.

Attention to Rhythms

At Sunshine Charter School, we believe that learning is most effective when aligned with the natural rhythms of life daily, weekly, seasonal, and developmental. Recognizing and incorporating these rhythms into the educational experience brings harmony, balance, and predictability into the lives of students.

For example, in grades 1-8, the most cognitively demanding instruction such as the Main Lesson block is scheduled for the morning hours, when students are most alert and receptive. In contrast, physically engaging and creative subjects like physical education, handwork, and music are reserved for the afternoon, when students benefit from movement and active participation. This structure follows students' natural biorhythms, enhancing their capacity to focus, retain information, and transition smoothly throughout the day.


Our instructional design also incorporates a balance of modalities listening and doing, speaking and writing, mental and practical activities, and individual and group work ensuring that intellectual, emotional, and physical faculties are all engaged. Subjects requiring regular reinforcement (such as world languages, math facts, music, and spelling) are taught with consistent rhythm and routine. In contrast, subjects introducing new concepts follow focused periods of deep exploration (2-4-week blocks), allowing ideas to be absorbed, processed, and reflected upon, becoming lasting understanding.

This attention to rhythm extends beyond the classroom. School-wide celebrations of seasonal festivals foster connections to time, place, and community. Families are encouraged to mirror these rhythms at home through consistent routines such as shared meals, bedtime rituals, storytelling, and reading. In doing so, students experience consistency between school and home life building a sense of security, stability, and wellbeing.

By honoring these natural rhythms, Sunshine Charter School supports healthy development, emotional resilience, and deep learning in every child.

Developing a Healthy Diet

Sunshine Charter School recognizes the critical connection between nutrition and academic success. Research consistently shows that poor eating habits can negatively affect student attendance, behavior, and overall achievement. To address this, SCS will partner with parents to support students not only in their academic goals but also in establishing healthy, balanced habits at home.



The Charter School will implement clear, school-wide nutritional guidelines that promote well-being, focus, and learning. By creating a healthy food culture within the school environment, we aim to instill lifelong habits that support physical health, emotional balance, and academic excellence. In collaboration with families, the Charter School will provide education and resources around nutrition to help ensure students are well-nourished, energized, and ready to learn each day.

Limiting Media Exposure

At Sunshine Charter School, we believe that learning best occurs when students are mentally focused, emotionally balanced, and free from the distractions and overstimulation of excessive media consumption. In a time when children are constantly immersed in an electronic environment, we recognize the importance of monitoring media influence and fostering a healthy balance in students' lives.


As advocates for childhood and developmental well-being, Sunshine Charter School strives to cultivate a school culture that is free from consumer-oriented messaging and commercial imagery. We are especially mindful of the critical developmental years, during which children form their habits of focus, imagination, memory, and social interaction.

According to a Kaiser Family Foundation study, children aged 8 to 18 in the U.S. spend an average of 7.5 hours per day using media equivalent to a full-time job, seven days a week. With multitasking across devices, total media consumption rises to 10.5 hours daily. This level of exposure has been linked to lower academic performance: 47% of heavy media users reported earning mostly C's or below, compared to only 23% of light media users even after controlling for parent education and gender.

Overexposure to electronic media has been shown to hinder the development of imagination, memory, and executive functioning. Research also indicates that children use less mental effort when processing electronic information compared to print materials. Moreover, background media like television running in the home has been linked to disrupted play, diminished parent-child interaction, and reduced complexity in children's thought and behavior.

In response, Sunshine Charter School promotes limited media exposure particularly in the lower grades and encourages families to reduce screen time during the school week. Based on teacher experience, students who limit media use to weekends tend to be calmer, more engaged, and more imaginative in their work. Excessive weekday screen time, by contrast, has been associated with reduced cooperative play, decreased socialization, and increased need for instant gratification.

While we recognize the essential role of technology in today's world, we believe its introduction should be intentional and developmentally appropriate. In keeping with our whole-child philosophy and Waldorf-inspired guiding principles, SCS introduces technology gradually and purposefully. Once students develop foundational digital literacy, teachers model responsible and ethical technology use including how to navigate media, understand the consequences of digital sharing, and make thoughtful decisions online.



By limiting media exposure and teaching students how to use technology wisely, Sunshine.

Charter School creates an environment where students can thrive academically, emotionally, and socially, laying the foundation for meaningful and lasting learning.

Parent Involvement and Collaboration

While parent and guardian volunteer hours are not a requirement for student enrollment at Sunshine Charter School, family engagement is a vital part of our educational model. We believe that a collaborative relationship between home and school deeply enhances student learning and well-being.

Extensive research demonstrates that when parents are actively involved in their children's education, students show increased academic achievement, better attendance, fewer behavioral issues, and higher aspirations. Active family involvement also strengthens the school community and contributes to a culture of shared purpose and support.

We value the diverse skills, talents, and backgrounds of our families and view them as essential partners in building a thriving school. We welcome their contributions in ways that align with their interests and availability, and we strive to foster a culture of mutual respect and shared responsibility for student success.


However, we also recognize that many of the families we serve especially within Sacramento's large Farsi-Dari and Pashto speaking immigrant community face unique challenges. Many parents were denied access to formal education in their home countries, and some have limited literacy or fluency in any language. Language barriers, cultural differences, and unfamiliarity with the U.S. education system can leave families feeling disconnected or unable to effectively support their child's learning journey. At Sunshine Charter School, we are committed to changing that.

Our school is designed with these families in mind. Through our Farsi-Dari dual language immersion and Farsi-Dar- and Pashto Multilingual Program and by hiring native Farsi-Dari and Pashto speaking staff and Multilingual support personnel, we ensure meaningful, two-way communication with families. Whether it's translating progress reports, leading parent-teacher conferences, explaining academic goals, or simply offering a familiar and trusted voice, our team is dedicated to making parents feel heard, supported, and fully included every step of the way.

To bridge the gap and empower families, Sunshine Charter School will:

Offer parenting workshops and family education programs in Farsi-Dari, Pashto, and English to help families better understand academic expectations, child development, and how they can support learning at home.

Translate school materials including newsletters, progress reports, and important updates into families' primary languages so they stay informed and connected.



Assign bilingual family liaisons and staff who can provide one-on-one support, answer questions, and serve as a bridge between home and school.

Host regular community events and cultural celebrations that reflect the identities of our families and create opportunities for connection, celebration, and belonging.

At Sunshine Charter School, every parent matters. Every voice counts. And every child benefits when their family is empowered to be part of their education. By removing barriers, honoring culture, and creating meaningful connections, we're building a school where families and educators grow together and where students rise because the adults in their lives are working hand-in-hand.

What It Means to Be an Educated Person in the 21st Century

An educated person in the 21st century possesses not only the capacity to learn, but the ability to *learn how to learn* to adapt, think critically, solve problems, and thrive in the face of adversity. They exhibit the resilience and determination needed to grow through challenge and change, becoming lifelong learners and compassionate contributors to a global society.


Todd Oppenheimer, in his influential 2003 book *The Flickering Mind*, warns that a thin academic experience overly reliant on technology risks undermining deeper learning. Instead, he points to the value of “sturdier traditions” in education, such as child-centered, holistic models that emphasize the development of the whole child. These “enlightened basics” form a foundation upon which students can become confident, self-directed, and socially conscious individuals.

At Sunshine Charter School, we believe that these enlightened basics, **strong relationships, experiential learning, multilingual literacy, cultural identity, and community responsibility** are essential to developing truly educated individuals. Our students will not only master academic content but will also learn how to collaborate, reflect, and lead with purpose.

In the early grades, we recognize that **social-emotional growth** is as critical as academic learning. Research continues to show that the development of social skills, emotional regulation, and executive functioning in early childhood is essential for later academic and life success. At SCS, our play-based and holistic TK and Kindergarten program intentionally builds these foundational skills, ensuring that students are ready to engage in more formal academic instruction beginning in first grade.

In today's Information Age, where knowledge evolves rapidly and systems are increasingly complex, education must evolve as well. The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor Report highlights that among the 16 most important skills for today's workforce, eight are social-emotional competencies affirming the need for schools to develop the *whole child*.

Rather than rush into early academics at the expense of social development, Sunshine Charter School is committed to an approach that prioritizes readiness helping students cultivate empathy, focus, cooperation, and self-control. We believe these skills are not only essential to classroom success but to becoming educated, ethical, and empowered citizens in a global society.



Sunshine Charter School believes that an educated person in the 21st century is defined by both intellectual and personal qualities. Our students will be grounded in a strong academic foundation while developing essential habits of mind such as curiosity, resilience, cross-cultural awareness, empathy, moral reasoning, and a deep respect for family, community, and lifelong learning.

Graduates of Sunshine Charter School will be empowered global citizens able to interpret and analyze information from a wide range of sources, including literature, visual art, statistical data, historical texts, and scientific research. They will use these insights to think critically and creatively, solve real-world problems, and communicate their ideas through various forms whether through essays, visual arts, spoken word, scientific analysis, or mathematical reasoning.

Our goal is to cultivate self-directed learners who not only succeed academically but also possess the character, cultural literacy, and global perspective needed to lead with purpose and make meaningful contributions to their communities and the world.

Connecting Vision to Practice

To realize this vision, Sunshine Charter School embeds its core principles throughout daily teaching and learning.

- **Curriculum Integration:** Multilingual literacy, experiential projects, and cultural studies are integrated across subjects. Students learn core content through inquiry, collaboration, and real-world application, supported by the **Highly Effective Teaching** model.
- **Instructional Practices:** Teachers use performance-based assessments, portfolios, and reflective journals to measure both academic mastery and personal growth. Learning outcomes align with the **California Common Core Standards** and Sunshine’s **Graduate Profile** competencies.
- **Progression by Grade Level:** From TK through Grade 8, students move from exploration and foundational skills to independent research, community-based projects, and leadership opportunities that demonstrate readiness for secondary education.
- **Teacher Development and Collaboration:** Educators receive continuous professional development in dual-language instruction, social-emotional learning, and data-driven practice. Weekly collaboration blocks and cross-grade teams ensure alignment of curriculum, assessment, and student support.
- **Measurable Outcomes:** Success is demonstrated through multiple measures student portfolios, bilingual literacy growth, performance assessments, social-emotional benchmarks, and parent-student feedback ensuring that each graduate embodies the intellectual, cultural, and ethical traits of a 21st-century educated person.



The Importance of Community

An educated person in the 21st century understands that a fulfilling life is deeply rooted in community engagement locally, nationally, and globally. At Sunshine Charter School, we believe that fostering this sense of interconnectedness begins with helping students appreciate and understand their immediate environment and the people within it. From there, students gradually expand their awareness to include broader civic, cultural, and global systems.

Our program is designed to guide students through this continuum of community engagement using developmentally appropriate strategies. In the early grades, students explore their neighborhoods and natural surroundings, building a foundation of empathy, stewardship, and belonging. As they grow, they engage with stories of influential figures from their state and nation, as well as global change makers. These lessons are taught through interdisciplinary thematic blocks that integrate history, geography, cultural studies, and language arts.

Hands-on learning is a central element of this approach. Students might participate in map-making projects, explore local landmarks, plant a school garden, or visit historical sites to bring their learning to life. Such experiences deepen their understanding of how communities evolve over time and highlight the importance of civic participation and collective responsibility.


In addition to classroom learning, Sunshine Charter School promotes community connection through seasonal festivals, cultural celebrations, and family centered events. These gatherings bring together students, parents, educators, and local partners to celebrate diversity, strengthen relationships, and foster a shared sense of purpose. They also provide meaningful opportunities to engage underserved families, ensuring every member of the community feels seen, welcomed, and valued.

Connecting Community Engagement to Student Growth

Community learning at Sunshine Charter School is not an enrichment activity, it is an integral part of the curriculum and the school's social-emotional learning framework.

- **Academic Integration:** Projects in social studies, environmental science, and language arts connect directly to community-based inquiry and service. For example, students may write persuasive essays on local issues, conduct interviews with community elders, or design creative solutions to real-world challenges identified in their neighborhoods.
- **Civic and Leadership Outcomes:** Students develop measurable skills in collaboration, problem-solving, and civic literacy. These competencies are tracked through performance-based assessments, reflective journals, and service portfolios that document growth in empathy, responsibility, and leadership.
- **Partnerships and Collaboration:** Sunshine Charter School will collaborate with local nonprofits, cultural centers, and civic organizations such as food banks, libraries, museums, and refugee support programs to extend learning beyond the classroom and into authentic community service.



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- **Social-Emotional Alignment:** Through these experiences, students strengthen the core competencies of self-awareness, social awareness, relationship skills, and responsible decision-making, reinforcing Sunshine’s whole-child approach.

Unity across Languages and Cultures

At Sunshine Charter School, community also means unity across languages and cultures. Our dual-language strands Farsi-Dari/English and Farsi-Dari and Pashto Multilingual programs are intentionally designed to celebrate both linguistic heritage and shared identity. Through joint school wide events, cross-class projects, cultural festivals, and collaborative learning activities, students from both language tracks learn with and from one another. This integration ensures that all students feel part of one cohesive Sunshine community, fostering mutual respect, friendship, and cultural pride across languages.

Develop Resilience and Hardiness


An educated person in the 21st century must be resilient, courageous, and adaptable to thrive in an ever-changing world. At Sunshine Charter School, we believe that education must cultivate not only academic proficiency but also the emotional strength, persistence, and flexibility required to navigate challenges and lead purposeful lives.

Decades of research by **Dr. Salvatore Maddi**, founder of the Hardiness Institute, emphasizes the importance of psychological hardiness as a foundation for lifelong success. His studies identified three interrelated traits **commitment, control, and challenge** that define resilient individuals:

- **Commitment:** Remaining engaged with learning and life, even during difficulty.
- **Control:** Believing one can influence outcomes through effort and perseverance.
- **Challenge:** Viewing change and uncertainty as opportunities for growth rather than threats to stability.

At Sunshine Charter School, these values are intentionally embedded into the learning experience. Through **hands-on, inquiry-based instruction, real-world applications, leadership opportunities, and reflective discussions**, students are supported in developing confidence, problem-solving skills, and the mindset needed to overcome obstacles. Teachers guide students to approach difficulties with optimism, persistence, and self-awareness traits that form the basis of long-term success.

Our approach is also informed by the **American Psychological Association’s Resilience for Kids & Teens** framework, which emphasizes teaching emotional regulation, optimism, and coping strategies in age-appropriate ways. At SCS, teachers model resilience, celebrate perseverance, and partner with families to reinforce these habits at home. Together, we cultivate a consistent message: challenges are not roadblocks, they are opportunities to grow.



We further draw inspiration from **Howard Gardner’s theory of Multiple Intelligences**, particularly **existential intelligence**, which encourages students to explore meaning, purpose, and personal values. By fostering reflection and self-discovery, SCS helps students build not only intellectual strength but also the emotional grounding to handle adversity with courage and empathy.

Academic and Life Competencies

By the time students complete middle school, Sunshine Charter School expects them to demonstrate both academic excellence and social-emotional resilience through interconnected skill sets that prepare them for success in high school and beyond.

(1) Intellectual and Academic Skills

- Think critically, creatively, and logically across all content areas.
- Communicate effectively through speaking, listening, reading, and writing in multiple languages.
- Read and comprehend complex texts from diverse cultural and disciplinary perspectives.
- Apply mathematical and scientific reasoning to solve real-world problems.
- Use technology and digital tools responsibly for research, collaboration, and innovation.

(2) Social-Emotional and Interpersonal Skills


- Demonstrate empathy, cooperation, and respect in diverse environments.
- Build confidence and leadership through collaborative work and reflection.
- Practice self-discipline, focus, and emotional balance when facing challenges.
- Engage in community and cultural learning experiences that foster civic awareness and service.

(3) Lifelong Learning and Adaptability

- Approach new experiences with curiosity, flexibility, and persistence.
- Set goals, monitor progress, and take ownership of personal learning.
- Embrace feedback as a tool for growth and continuous improvement.
- Reflect on personal values, purpose, and contribution to the greater community.

Putting Resilience into Practice

Resilience at Sunshine Charter School is not taught through isolated lessons, it is woven into daily learning. Students experience challenge and success through dual-language instruction,



cultural integration, and inquiry-driven activities that connect knowledge to real life. They learn perseverance through bilingual mastery, adaptability through multicultural collaboration, and courage through reflection and leadership opportunities.

By integrating these practices across academics, culture, and social-emotional learning, Sunshine Charter School ensures that every student grows into a **competent, confident, and compassionate lifelong learner** equipped not only to excel academically but also to thrive personally and contribute meaningfully to the 21st-century world.

Foundational Skills for Future Success” Career, and Life Skills

Sunshine Charter School prepares students not only for academic success but also for lifelong growth, responsible citizenship, and readiness for the next stages of schooling. By the time students complete middle school, they will have developed the foundational habits, attitudes, and competencies needed to thrive in high school and continue progressing toward future college, career, and life opportunities.

Students will:

- Develop focus, perseverance, and self-discipline to sustain effort and attention as they work toward academic and personal goals.
- Set age-appropriate personal and academic goals and engage in regular self-reflection to monitor their progress and growth.
- Take responsibility for their actions and decisions, understanding how their behavior affects themselves and others.
- Build self-confidence and initiative, taking thoughtful risks and learning from both success and mistakes.
- Regulate emotions and approach challenges with resilience, empathy, and optimism.
- Recognize the connection between personal habits, physical and emotional well-being, and contributing positively to their community.
- Value and honor cultural diversity, demonstrating understanding and appreciation for the many cultures represented in California and their communities.
- Practice empathy, kindness, and respectful communication in all relationships.



Sunshine Charter School TK-8 Student Profile

Trait	Definition	Real-World Application and Outcomes (TK–8 Appropriate)
Generosity	The ability to give time, effort, and care to others with compassion.	Students contribute to their school, family, and community through acts of service, classroom responsibilities, peer support, and collaborative projects.
Responsibility	Being accountable for actions and following through with integrity.	Students learn to manage time, complete assignments, follow routines, make responsible choices, and take ownership of their learning.
Empathy	Understanding and caring about the feelings and perspectives of others.	Students collaborate respectfully, resolve conflicts peacefully, and build inclusive relationships inside and outside the classroom.
Authenticity	Being true to oneself and acting with honesty and integrity.	Students explore their identities, express their ideas confidently, and make principled choices in both academic and social settings.
Tenacity	Persevering through challenges with resilience and a growth mindset.	Students apply problem-solving skills, learn from mistakes, and persist through academic and personal challenges with courage and determination.

Goals for Enabling Students to Become Self-Motivated, Competent, and Lifelong Learners

The educational program at Sunshine Charter School is designed to nurture students who are self-motivated, capable, and committed to continuous learning. Students thrive when instruction is meaningful, connected to their culture and identity, and built on curiosity, problem-solving, and reflection.





Self-Motivated Learners

Students develop intrinsic motivation through autonomy, mastery, and purpose—three core elements supported by learning science and embedded throughout SCS instruction.

- **Autonomy:** Students set goals, select project themes, make choices in how they demonstrate learning, and take age-appropriate leadership in their progress.
- **Mastery:** Through differentiated instruction, bilingual development, and consistent feedback, students experience success and see steady growth in skills and knowledge.
- **Purpose:** Lessons connect learning to culture, heritage, and real-world contexts, helping students understand why learning matters now and in the future.

Example: A Grade 4 student may research the story of a local Afghan entrepreneur for a bilingual literacy project, linking language skills, cultural identity, and real-world learning.

Competent Learners

Teachers use backward design and data-informed instruction to ensure students work toward clear learning goals. Students track their growth through Individual Learning Plans (ILPs), learning portfolios, and student-led conferences.

Teachers use multiple measures performance tasks, formative assessments, reflections to help students understand how they learn best.

Example: A bilingual student might present a project in both English and Farsi-Dari/Pashto, demonstrating language proficiency and conceptual understanding.

Through this approach, students build confidence and competence and learn to think critically, solve problems, and apply knowledge across subjects.

Lifelong Learners

At Sunshine Charter School, education goes beyond academics to instill curiosity, creativity, and a love of learning. Students engage in hands-on, inquiry-based activities that encourage exploration and real-world connections.

Teachers foster curiosity and reflection through community projects, cultural events, bilingual activities, and peer collaboration. These experiences teach students *how* to learn not just *what* to learn preparing them for high school and for future learning throughout life.

By nurturing resilience, curiosity, and reflective thinking, Sunshine Charter School equips students with the mindset and skills to succeed in high school and continue growing as confident, capable, and responsible learners.





Special Populations

Introduction

SCS maintains a culture of high expectations for all students and promotes success for all. We believe all students can achieve high standards, regardless of their strengths, challenges, and life experiences. All students will be offered opportunities to engage in a rigorous curriculum.

Many of the teaching strategies designed for students with disabilities such as scaffolding, peer-assisted learning, and sheltered instruction closely resemble those used for language learners, making SCS's dual-language environment a supportive and appropriate setting for all students.

Instructional Plan for Supporting Non-Farsi/Pashto Speaking Students

To support students who have no prior exposure to Farsi-Dari or Pashto, Sunshine Charter School has developed a structured **Language Support and Integration Plan** that ensures all learners can meaningfully participate and grow toward bilingual proficiency.

(1) Language Class Placement by Proficiency Level

While all students attend language classes in their selected track (Farsi-Dari or Pashto), **non-Farsi-Dari/Pashto speaking students** are grouped by proficiency level:

- **Beginner**
- **Intermediate**
- **Advanced (Transitioning)**

These students attend language classes with peers of similar proficiency. Teachers follow a leveled curriculum that develops listening, speaking, reading, and writing skills systematically. The curriculum focuses on foundational vocabulary, comprehension, and communication, allowing students to progress steadily until they are ready to join their same-grade classmates in the standard language group.


(2) Peer Support and Collaborative Learning

SCS places strong emphasis on **peer-assisted learning** as an effective tool for language acquisition. Non-Farsi-Dari and non-Pashto-speaking students are paired with bilingual or heritage-speaking peers during language and cultural activities. These peer interactions encourage natural language use, build social confidence, and strengthen cultural understanding. Teachers intentionally design cooperative projects, partner reading, and mixed-language group work to foster peer modeling, empathy, and community among students of different linguistic backgrounds.

(3) After-School Academic Bridge Program

Students who are new to Farsi-Dari or Pashto are also placed in the **ABP** for additional support. In this program, bilingual instructional aides and teachers provide **small-group**





instruction two to three times per week. Lessons focus on building oral fluency, core vocabulary, and early literacy in the partner language through engaging, hands-on, and culturally relevant activities. The ABP provides students with extra exposure and reinforcement to accelerate their language development.

(4) Progress Monitoring and Transition

Language progress is reviewed every 8-10 weeks through oral proficiency checks, classroom observations, and portfolio assessments. When students demonstrate sufficient readiness, they are transitioned into grade-level language classes alongside peers and may be considered for **transfer into the Dual Language Immersion** program, if space allows.

(5) Family Communication and Support

Families receive regular updates in their preferred language on their child’s progress and placement. SCS also offers parent workshops and take-home materials to help families reinforce partner-language learning outside of school.


This placement policy ensures that all students whether they are English learners, heritage language learners, or new to Farsi-Dari or Pashto receive an equitable, developmentally appropriate path to bilingualism. Through proficiency-based grouping, peer collaboration, and structured bridge supports, Sunshine Charter School creates an inclusive environment where every child can thrive. By aligning with proven models such as **Yu Ming Charter School**, SCS safeguards both inclusion and academic excellence while maintaining the integrity of its immersion and multilingual programs.

Sheltered Immersion Instruction (SIOP Framework)

To ensure that all students including those entering (MLP Program) without prior exposure to Farsi-Dari or Pashto can access rigorous academic content while developing partner-language proficiency, Sunshine Charter School employs the **Sheltered Instruction Observation Protocol (“SIOP”)** model. All immersion and multilingual program teachers receive initial training and ongoing coaching in SIOP strategies to integrate language development with grade-level content.

Key instructional strategies include:

- **Visual supports and realia:** Use of pictures, objects, gestures, and modeling to make meaning explicit.
- **Pre-teaching key vocabulary:** Introducing essential terms in English before presenting them in Farsi-Dari or Pashto.
- **Bilingual anchor charts and word walls:** Displaying core concepts in both languages.
- **Interactive language use:** Songs, chants, partner dialogues, and movement-based learning.

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- **Predictable classroom routines:** Consistent structures and repeated directions that help students acquire language naturally.

Through SIOP, teachers simultaneously advance **language acquisition** and **academic achievement**, enabling English-only, bilingual, and newcomer students alike to thrive in a linguistically rich environment.

Ongoing Progress Monitoring and Outcomes

Student growth is assessed quarterly using ACTFL-aligned tasks and teacher-developed formative assessments. Families meet each trimester to review progress and goals. Within 2-3 years, most non-Farsi/Pashto-speaking students are expected to reach functional fluency while maintaining grade-level academic performance.

Alignment and Research Base


This framework aligns with **ACTFL proficiency guidelines** and the **stages of second-language acquisition**.

Plan for Serving Students Who are below Grade Level

(A) Identification

Students who are not meeting grade level benchmarks are provided additional interventions in addition to supports and structures integrated into the regular school day. The interventions will focus on building and supporting basic reading, writing and math skills for success in the regular grade level appropriate curriculum. Students are identified for interventions based on the following assessments/performances:

- Letter grades given by teachers. Students below the “C” average grade are considered for interventions
- Progress reports sent home by teachers
- Fall CAASPP Interim Testing
- English Language Proficiency Assessments for California (“ELPAC”) Initial and Summative Assessments
- Student scores on Smarter-Balanced Tests
- Diagnostic literacy and math assessments such as i-Ready, Lexia Core5, and STAR Reading/Math, which provide nationally normed data to determine grade-level performance standards and guide targeted intervention plans.
- Formative and summative assessments given by classroom teachers
- Student Request
- Parent Request



Anyone who has a concern for a student can refer that student to the principal, who meets with the involved student, parent, teachers and instructional support staff to implement a student success plan. Notwithstanding the plan for referring any “concerning student” to the Charter School Principal, that such a plan or resulting Student Success Team (“SST”) should not circumvent or be used in lieu of a referral for evaluation under the IDEA.

The personalized support system for students who need help in academic and social skills will be provided through a Student Success Team. A student who is facing academic or social challenges will be referred to the SST by the parent, the teacher, or an administrator. The SST will have a comprehensive discussion on the issues being faced by the students. The team will discuss students’ strong areas, learning style, and identify what kind of support can be provided to the student. The follow-up meetings will be held to review the progress made by the students.

An SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; utilizes MTSS which identifies strategies and organizational resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. An SST is a general education function. All students can benefit from an SST/MTSS, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past.

The Charter School’s 12 SST meeting steps shall include:

- (1) Team members introduce themselves and their roles
- (2) Purpose and process of the meeting are stated
- (3) Timekeeper is appointed
- (4) Strengths are identified
- (5) Concerns are discussed, clarified and listed
- (6) Pertinent information and modifications are listed
- (7) Concerns are synthesized with one or two chosen for focus
- (8) Strategies to deal with are chosen; concerns are brainstormed
- (9) Team chooses the best strategies to carry into action
- (10) Individuals make commitments to actions
- (11) Person responsible and timelines for actions are recorded
- (12) Follow-up date is set

Teachers will be responsible for collecting quantitative and qualitative data of the students’ performance and response to interventions to make informed decisions and continue the implementation of the SST team’s recommendations.



Parent Notification and Involvement

The classroom teacher will reach out to the parents of students who may require more support or interventions to discuss their child's performance and explore strategies for improvement. Parents will be notified via phone or written communication to arrange a conference. We value parents as essential partners in developing an individualized education tailored to their child's needs. Family members offer valuable insights into their child's strengths, challenges, and learning preferences, which help shape the support provided at school.

In the fall, family conferences will be held for all students to review progress and set learning goals. Updates on these goals will be shared through regular progress reports, phone calls, emails, and in-person meetings with parents, teachers, and administrators. Ongoing communication between school and families fosters strong partnerships that enhance student success.


Supports

To the greatest extent possible, students who are performing below grade level will be fully integrated into the entire student body. Many of the teaching strategies designed for students who are having difficulty making academic progress such as scaffolding, peer-assisted learning, and sheltered instruction closely resemble those used for language learners, making a dual-language environment an appropriate setting for these students.

Specific practices that support students include:

- The hands-on, integrated curriculum provides concrete experiences to help students access content through a variety of modalities.
- Differentiated instruction practices are used to make the curriculum accessible.
- Flexible, targeted grouping will be used to develop content area skills.
- Students who demonstrate difficulty with mathematics may be grouped for targeted strategic interventions during the skills lesson. The teacher will meet with these small groups or individuals on a regular basis.
- Students struggling with reading will be grouped based on their instructional reading level and receive targeted small group guided reading instruction during reading workshops. Teachers may provide extended or more frequent sessions for lower-level reading groups to accelerate progress.
- Students who face challenges with writing will receive in-class support, including specialized workshops addressing their specific difficulties, extended conferencing opportunities, and additional strategies designed to enhance their writing skills.





In addition to systemic interventions designed for individual students, teachers will be provided with ongoing professional development that enables them to use differentiated instruction and backward mapping, address different learning styles, and re-teach concepts using different techniques. These instructional strategies will help teachers to meet the needs of all students.

Ongoing Evaluation

Student progress will be continuously monitored through teacher observations, classroom assessments, and ongoing summative and formative evaluations. If current intervention strategies do not result in sufficient progress, a Student Success Team will be assembled to explore alternative support options. Modeled after California's Department of Education SST framework, this team typically includes classroom teachers, parents, and other support staff. Together, they will review the students' strengths and challenges, develop targeted strategies, and create an action plan. A designated monitoring period will follow, after which the team will reconvene to assess the plan's effectiveness. If the SST process does not lead to the desired progress, further steps may be taken, such as referring the student for a special education evaluation, related services, or 504 accommodations.

Plan for Serving Students who are above Grade Level

(A) Identification

SCS provides growth/enrichment opportunities for students who demonstrate an ability to achieve beyond their grade level as determined by a range of formal and informal assessments (such as Smarter Balanced interim assessments, in-class performance, etc.). Sunshine Charter School is committed to providing highly achieving students with opportunities to study the curriculum in more depth and inculcate in them higher order thinking skills. Teachers will use differentiated instruction strategies to provide challenging assignments to advanced level students to bring out the originality in them.

(B) Parent Notification and Involvement

The classroom teacher will reach out to the parents of students who may require more support to extend their learning and challenge them to explore the depth and breadth of the standards. Parents will be notified via phone or written communication to arrange a conference. We value parents as essential partners in developing an individualized education tailored to their child's needs. Family members offer valuable insights into their child's strengths, challenges, and learning preferences, which help shape the support provided at school.

In the fall, family conferences will be held for all students to review progress and set learning goals. Updates on these goals will be shared through regular progress reports, phone calls, emails, and in-person meetings with parents, teachers, and administrators. Ongoing communication between school and families fosters strong partnerships that enhance student success.



(C) Supports

High achieving students are supported in learning above and beyond grade-level standards through enrichment courses and activities. High performing students are identified through benchmark exams and, for students who transfer in, past performance on assessments such as CAASPP. These students have opportunities to complete enrichment and challenge activities aligned to the curriculum and participate in additional opportunities on campus as well as interest driven electives. Some examples of these opportunities include sports, clubs and student government. Examples of interest driven electives students may be able to participate in include computer courses such as coding, team sports, leadership, problem-based learning, and Spanish.

Often, high-achieving students are able to teach, or assist, their classmates or younger students as peer tutors. This role reinforces academic skills and builds leadership qualities within students as they learn to assist others and help ensure all students succeed. Advanced readers are able to challenge themselves and deeply engage with literature by self-selecting texts from higher grade levels. For math, high-achieving students are able to work on material covering standards applicable to higher grade levels, building on the concepts in their current grade. In addition, students who have demonstrated high levels of scholarship often step into leadership roles on and off of campus, including through junior senate.

Research Projects

Research projects provide students opportunities to independently study topics of their interest that are closely linked to an area of study in which the rest of the class is participating. The teacher provides guidelines and resources for such projects. Students work on projects for Family STEM/Science Night, Family Math Night, Multicultural fair, class presentations. The teacher also gives the students the rubric for the assessment of such projects. Every student has access to a Chrome book in the classroom.


Small Group Projects

Teachers can arrange for a group of high-achieving, self-directed students to work together exploring a topic. Students assign themselves roles such as report writer, PowerPoint creator, or poster designer. Each student specializes in one area of expertise. The teacher allows these high-achieving students class time to work on their research project when the other students are practicing skills the small group has already mastered. The teacher schedules a time this group will present the research project to the class and present to other classes as well. Such activities by students encourage cooperative learning among high achieving students and also raise expectations for all students.

Independent Projects

The teacher allows a student to research a topic based on the student's own inquiry or based on the curriculum in the classroom. The teacher encourages the student to use resources at





home, in the library and in the classroom. The independent project can be completed in the form of a report written by the student, a PowerPoint presentation, or a poster showcasing the knowledge gained.

Plan for Serving English Learners

General Assurances

Sunshine Charter School will comply with federal and state mandates regarding EL education and re-designation of EL students.

Sunshine Charter School will meet all requirements of federal and state law relative to equal access to the curriculum for English learners.


Serving Limited English Proficient Students

Sunshine Charter School will serve any and all students with limited English proficiency, including English Learners, long-term English Learners, and English Learners at risk of becoming long-term English Learners. SCS is planning to use Structured English Immersion (“SEI”) so ELs receive appropriate support and achieve proficiency in the academic English language as quickly as possible. SCS will support ELs in moving toward reaching and surpassing high standards – the same expected for all students, and ELs will be equipped with the individualized support necessary for academic success.

SCS understands students will enroll at a variety of English language development levels as their educational path and exposure to the English language will have greatly differed. A one-size-fits-all approach is not appropriate and SCS will be intentional about creating an ELD program that addresses the needs of all students. SCS plans to use SEI where students’ language development is intentionally embedded throughout content classes. The support provided for ELs is designed exclusively to meet the SCS’s mission. If students are to leave the Charter School to enter and excel in life post-high school, they must read, write, and speak English fluently.

The primary objective for all services delivered to ELs at SCS is to provide a structured support system to help students gain English proficiency. SCS wants all students to gain full access to the State Standards and curriculum as soon as possible and it adopts the best and most proven strategies to help them do so. The curriculum and support provided to ELs is selected primarily on the basis of the most efficient and effective acquisition of English.

Students with limited proficiency in English will achieve proficiency in the English language through the use of the SCS’s services and teaching methods. SCS ensures ELs are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and that EL students are not assigned to special education because of their lack of English proficiency.



Parents whose English proficiency is limited will receive notices and information in their native language, if needed. Parental outreach may also be conducted through a home visit by a SCS representative and, if needed, an interpreter.

Identifying and Serving English Learners

SCS will serve English Learners based on the U.S. Department of Education’s six steps of progression through an EL program: 1) enrollment in school, 2) identification of potential ELs, 3) assessment determining need for EL services, 4) provision of appropriate EL services, 5) transition from EL services, and 6) monitoring ability to participate meaningfully²⁹.

The instructional staff of SCS will adhere to the following plan with ELs:

- SCS will administer the home language survey of languages spoken in the home upon a student’s initial enrollment in a California public school.
- All students with a home language other than English, will be tested using the ELPAC within 30 days or 60 days before the start of the school year, and annually each year afterward.
- SCS staff will report the number of EL students attending SCS.
- SCS’s educational programs will be responsive to ELs’ specific needs and in compliance with state and federal guidelines.
- SCS staff will adjust this plan as needed, in the best interest of each student’s achievement.

English Language Proficiency Assessment

All students who indicate their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards. The ELPAC consists of two separate assessments:

- **Initial Assessment (“IA”)**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK-12 whose primary language is not English to determine their English proficiency status.

²⁹ U.S. Department of Education, Office for Civil Rights. *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*. January 7, 2015.



- **Summative Assessment (“SA”)**

ELs will take the ELPAC SA every year until they are reclassified as fluent English proficient. The SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans K, 1, 2, 3–5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be an annual four-month window after January 1. The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under ESSA for annual English proficiency testing.

Parent Notification and Involvement

Sunshine Charter School will notify parents of the Charter School’s responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.





English Immersion Program Services and Supports

All EL students will be enrolled in the same academic courses and content as those students who are native English speakers. SCS staff will use SEI, allowing ELs to access the same curriculum at their language level. All core academic instruction at SCS is in English, however, the level of English used for instruction both oral and written is modified appropriately for ELs with the intended purpose of holding every student to high academic standards. SEI provides a more structured approach to learning English and blends English grammar and vocabulary instruction with the teaching of content.


Federal law expects school programs for ELs to be based on sound educational theory, to provide ELs the opportunity to participate with the other students in the educational offerings, and to show evidence of producing academic success. As a result, the SCS's SEI program is designed to:

- mainstream all ELs;
- accelerate achievement through the program's focus on teaching English to learners from the beginning;
- ensure that academic progress is continuous; and
- continually assess ELs academic progress.

SEI does not mean that the content is “watered down.” Instead, teachers will incorporate a variety of strategies to make the content more comprehensible with a focus on building academic language through content. For example, teachers use visuals and diagrams, provide many opportunities to practice key vocabulary, and utilize graphic organizers. General education teachers of ELs adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELs to participate fully in the educational program. Staff will participate in professional development opportunities in these areas as they become available. Students are never prevented from speaking in their native language, either inside or outside of the classroom. SCS will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

Sheltered Immersion Instructional Practices

SCS's teachers will intentionally and explicitly teach academic language in content classrooms. In order for English learners to be successful in the classroom, they must master both informal and academic English. Academic English is the content-specific language used within specific disciplines. SCS teachers are intentional about planning vocabulary development in their lessons. Vocabulary building exercises are incorporated into all classes so that students learn academic vocabulary in the content-specific context, making it meaningful and relevant. Integrated ELD instruction occurs throughout the normal instructional program and is a focus in ELA classes. The best practices for ELD are also best practices for many students who are academically behind, with a limited vocabulary, or with limited language skills. By incorporating these practices into the traditional ELA classes, ELs do not miss core instruction.



Additionally, for integrated ELD, SCS will incorporate academic language and support for students identified as ELs on a daily basis in all classes. Students are able to practice the academic language and utilize strategies to support language development each day, and in each class. These strategies include graphic organizers, chunking of materials, pictorial representation, and other supports.

As needed, SCS will provide designated ELD instruction for English Learners where the focus will be proficiency with academic English and literacy in content areas. In order to minimize disruption to students' daily schedules, if these services are needed, they will take place as an additional class, not a replacement of a core class. SCS's schedule will provide ample time that can be used for additional intensive English language instruction. This specific instruction includes all of the ELD standards provided with CCSS and as outlined by the CDE.

Furthermore, staff at SCS will address the needs of students who are struggling with SEI, or may be at the intermediate or lower level of development, by providing, if it is determined to be the best course of action, an ELD class and/or assignment of a certified aide, including bilingual instructional assistants, a teacher or a qualified consultant under contract who speaks that child's native language. Instruction in ELD classes focuses on increasing basic English so that students can perform and participate in their regular classes which are taught in English.

Supporting English Learners

SCS will fully appreciate and remain incredibly sensitive to the challenges English learners face, and SCS will do everything it can to support their needs.

SCS will implement strategies as necessary to enable EL students to achieve proficiency and attain the high standards established for all students. SCS will directly provide or outsource appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance.

SCS will actively recruit staff who speak the foreign languages that are most common among our anticipated student population, which is likely to be Dari, Farsi and Pashtun.

In order to have meaningful relationships with parents and students who do not speak English as a first language, SCS must be proactive in its communication styles and techniques. This requires creativity through the involvement of bilingual or multilingual staff, translators, community organization support, or other resources. SCS will be deliberate in accommodating families who need translating services by including interpreters and translated documents when needed. If there are over 21 students who are English Language Learners, SCS will organize an English Language Advisory Committee ("ELAC").



Reclassification Criteria

SCS will rely on its focus on literacy and SEI strategies to be successful with SCS's EL population.

English Learners will be reclassified as Fluent English Proficient ("RFEP") when they: 1) demonstrate proficiency by scoring a 4 overall on the Summative ELPAC, 2) reach a proficiency score on the ELA portion of the CAASPP (meets or exceeds standards) or English benchmark scores if student is not tested due to grade level, 3) demonstrate authentic fluency in class as determined by their regular ELA teacher 4) parent opinion and consultation. Much of this evidence is found in student work and through encouraging active participation in class. Students who are re-classified continue to be monitored using the same criteria to ensure that no additional support is necessary. This monitoring is done by one or more teachers in conjunction with the administration and continues for up to four years following reclassification.


The proficiency of an identified EL student is measured throughout the school year to determine whether continued special services are warranted or if reclassification is appropriate. Special services continue until a student attains fluency in English language proficiency as measured by the four criteria listed in the prior paragraph. In addition, the Charter School will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student continues to struggle in these academic areas, modifications to their instructional program may be made. Any student classified and receiving educational services as an EL who subsequently tests high enough to exit the program is deemed RFEP and no longer in need of EL services, although their performance is still monitored for up to four years so support can be provided as needed. No students will exit the EL program unless they can read, write, and comprehend English well enough to participate successfully in the Charter School's academic program without the need for additional support

Ongoing Accountability and Evaluation of the EL Program

In order to ensure the EL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation of the program will occur. To determine the need for programmatic modifications, SCS will evaluate the progressive growth of EL students on standardized assessments and non-standardized assessments in comparison to that of non-EL students.

Staff also track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified EL compared to non-EL students, as measured by standardized assessments and non-standardized assessments. SCS's staff will track how many students are reclassified and the number of instructional years it takes for the reclassification to occur. SCS will track reclassified students for a period of four years, in order to monitor their performance and determine if additional support is needed. Additionally, ELPAC result bands will be used to determine the level of support.





Finally, staff at SCS will comply with all provisions outlined in Title III Language Instruction for Limited English Proficient and Immigration Students. This includes a letter for parent notification (notifying of English proficiency status and program placement) and reporting requirements.

(1) Plan for Serving Students with Disabilities

Overview

SCS recognizes its responsibility to enroll and support students with disabilities. SCS pledges to work in cooperation with SJUSD and/or a Special Education Local Plan Area (“SELPA”) to ensure that a free appropriate public education is provided to all students with exceptional needs. SCS will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the IDEA, Section 504, the ADA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (“OCR”). SCS will comply with SJUSD and SELPA guidelines, and all California laws pertaining to special education students. The language set forth here is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code Section 47605(b). The specific manner in which special education and related services will be provided and funded shall be set forth in an MOU. This language is not meant to preclude alternative arrangements.


Child Find

SCS understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. SCS will implement a multi-tiered instructional and support framework prior to referring a child for an evaluation under IDEA and shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. No assessment or evaluation will be used for admission purposes. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. SCS may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

SCS will follow applicable SJUSD policies and procedures to identify students who may have a disability that qualifies them to receive special education services. SCS will collaborate with SJUSD to ensure timely transfer of Individualized Education Program (“IEP”) records and will utilize SJUSD policies, procedures, and forms to appropriately identify and refer students for special education.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School.



A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protection under Section 504.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:


- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan.



The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

The Charter School is solely responsible, at its own expense, for compliance with Section 504 with respect to eligible students.


SELPA Affiliation

SCS intends to provide special education instruction and related services in accordance with the IDEA. Education Code requirements, and applicable policies and practices of the SELPA. SCS shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, SCS reserves the right to make written verifiable assurances that SCS shall become an independent Local Educational Agency ("LEA") and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, SCS seeks services from the District for special education students enrolled in SCS in the same manner as is provided to students in other District schools. SCS will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. SCS will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between SCS and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that SCS and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as SCS functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b) and as required by Education Code Section 47646(c), SCS shall continue to contribute an equitable share of its Local Control Funding Formula revenue to support District-wide special education instruction and services including but not limited to special education instruction and services for pupils with disabilities enrolled in SCS.

The District shall be designated the Local Educational Agency serving SCS students. Accordingly, SCS shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). SCS agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code



Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, SCS seeks services from the District for special education students enrolled in SCS in the same manner as is provided to students in other District schools.

SCS acknowledges the importance of cooperating with the District so that the District can provide special education services to SCS students. SCS agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to SCS students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. SCS believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, “IEP development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.


It is the Charter School’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SELPA policies, as well as meet all legal requirements.

The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies.

The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals. The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist



in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

SCS shall have the responsibility to identify, refer, and work cooperatively in locating SCS students who have or may have exceptional needs that qualify them to receive special education services. SCS will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to SCS from a District school. The District shall have unfettered access to all SCS student records and information in order to serve all of SCS students' special needs.

Parents will be informed that special education and related services are provided at no cost to them. In the event that SCS receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. SCS agrees to notify SJUSD within 2 days of any written assessment requests (unless otherwise agreed in the MOU), and will respond to the request within 15 days. Unless otherwise appropriate pursuant to applicable State and Federal law, if SCS and SJUSD agree that assessment is necessary, SCS and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.


SCS will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The responsibility for assessment lies with the authorizer unless otherwise agreed to in a MOU.

The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law.

SCS shall work in collaboration with the District to collect and share necessary information and provide an interpreter, as necessary, to ensure that assessment is provided in a



student's primary language. Parent/guardian consent will be secured to assess any SCS student. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings and Review

Unless otherwise agreed to in the MOU, SJUSD shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SJUSD policies and procedures. Additionally, parents / guardians will be informed of student progress in accordance with SJUSD policies.

SCS understands that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. SCS shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and SCS: the Principal and / or a designated representative of SCS with appropriate administrative authority as required by the IDEA, the student's education specialist / case manager; the student's general education teacher, designated support staff, the student's parent / guardian, the student, if appropriate, and other SCS representatives who are knowledgeable about the education program at SCS and / or about the student. SCS understands that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development and Implementation

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services. SCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible SCS students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

SCS shall promptly (in accordance with District expectations) notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing. To the extent that a verbal request is made by a parent, SCS will assist the parent in putting the request in writing.

SCS will provide modifications and accommodations as appropriate, and will educate students in the Least Restrictive Environment ("LRE"). SCS agrees to work with SJUSD to provide placement and services outside of general education as needed. SCS will collaborate with SJUSD to provide an interpreter to ensure that parents/guardians can participate in the IEP. Upon parent/guardian signature, the IEP will be implemented in collaboration with the authorizer and as agreed upon in the MOU.



IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. SCS shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and SCS will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, SCS shall provide the District and the parent with timely reports on the student's progress as provided in the student's IEP. SCS shall also provide all coordination and communication with parents unless directed otherwise by the District. SCS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. SCS shall comply with any directive of the District as relates to the coordination of SCS and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, SCS would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Special Education Strategies for Instruction and Services


SCS shall collaborate with the authorizer to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in the MOU. Additionally, SCS reserves the right to contract with agencies and vendors outside of the authorizer, when appropriate, to secure special education services, including administrative support services.

Students with disabilities will benefit from our instructional model due to the small class sizes, structured language development activities throughout the curriculum, differentiated instructional strategies, longer school day and school year, and extra support in place both within the school day and after school.

Interim and Initial Placements of New Charter School Students

SCS shall comply with Education Code Section 56325 with regard to students transferring into SCS within the academic school year. SCS shall notify SJUSD upon enrollment of a student with an IEP in accordance with SJUSD's policies. In accordance with Education Code Section 56325(a)(1), for students who enroll in SCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and SCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and SCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and SCS shall continue, without delay, to provide services comparable to those





described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to SCS with an IEP from outside of California during the same academic year, the District and SCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Staffing

SJUSD will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. SCS is committed to ensuring all IEPs are properly implemented and all students are supported. The details of division and coordination of special education staffing and services shall be specified in an MOU between SCS and SJUSD.

Professional Development

All SCS staff will attend professional development required to maintain compliance with any applicable laws. The chartering authority shall provide access to professional development for SCS staff.

Reporting

SCS will collaborate with SJUSD to collect and maintain information required by IDEA and lists: age, grade, type of disability, EL status, number of students receiving services, types of test modifications and exemptions, settings of service, suspension data, and reasons for charter exiting. All necessary procedures and practices to ensure confidentiality, accurate, and timely reporting will be the responsibility of the designated SCS staff member.

Procedural Safeguards and Complaint Procedures

SCS will provide Notice of Procedural Safeguards, and will provide details and assurances of parental written consent and participation, and the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Any concerns or disagreements raised by parents will be acknowledged by SCS within five days followed by a resolution meeting.

Parents have the right to file a complaint with SJUSD and / or the California State Department of Education.



Non-Public Placements/Non-Public Agencies

SJUSD shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. SCS shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. SCS shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to SCS and no student shall be denied admission nor counseled out of SCS due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

SELPA Representation

It is the understanding of SCS that SJUSD shall represent SCS at all SELPA meetings and report SELPA activities to SCS in the same manner as is reported to all schools within the District. SJUSD shall represent the needs of SCS, like other schools within the District, in the SELPA governance structure.

Funding Contribution to District for Special Education

SCS understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between SJUSD and SCS. SCS anticipates, based upon State and Federal law, that the fiscal relationship could be summarized as follows:

Retention of ADA Funds by the District for Non-Public Placements

The parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.





Contribution to Fair-Share Contribution

The Charter School shall owe the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). The District shall calculate the Charter School's pro-rata share of the District-wide encroachment for that year as the total unfunded special education costs of the District (including those costs attributable to the Charter School) divided by the total number of District ADA at P2 (including Charter School students) and multiplied by the total number of Charter School ADA at P2. Charter School ADA shall include all students, regardless of home district.

Professional Development

At SCS, staff development supports the mission and basic values by fostering a positive campus culture, sharing the best instructional practices and encouraging individual teacher growth. Beginning with staff orientation, the Principal ensures teachers fully understand and support the Charter School's mission, goals, and basic values. This orientation involves specific activities designed to align the staff and foster teamwork.

During the school year, staff development continues through professional development days, whole staff meetings, content area meetings, and grade level team meetings. SCS teachers will receive in-service before the school year during which they are trained to function effectively within the parameters of the Charter School and to meet the goals outlined in the accountability agreement. Teachers receive ongoing training in their discipline area, language development, communication strategies, and diversity training. They are also informally and formally observed and evaluated by the principal, assigned administration and the lead teacher(s) receiving regular feedback on their performance, goals, and growth. Staff development involves not only structured whole staff and small group practices, but is also individualized to best serve each teacher's needs. Every moment of staff development is maximized and aligned with the Charter School's goals.

All professional development discussions with teachers involve the use and analysis of data - formative, daily, and summative. The Charter School relies heavily on the formative assessments students are given throughout the year. Professional Development Half-Day and Full-Day Meetings will be scheduled so that the data and student progress can be discussed and adjustments made to instructional practices. SCS staff will also benefit from professional development opportunities provided by attending conferences sponsored by California Charter Schools Association, the Charter Schools Development Center, NWEA, and Association of School Curriculum Development.





Staff Evaluation Plan

The Principal is responsible for evaluating all teachers and support staff. The school staff evaluation includes input from administration and the teacher being evaluated. Input includes a teacher self-evaluation. A critical part of teacher evaluation and retention is based on performance outcomes, measuring students' achievement and the teacher's implementation of the curriculum. Annual performance assessments of teachers are based on agreed upon "best practices".

The performance criteria for teacher performance reviews of SCS faculty also include:

- Commitment to the SCS mission and goals;
- Successful implementation of the curriculum and educational philosophy;
- High level of professionalism;
- High level of accomplishment; and
- Effective participation in the SCS staff "team".

Tools used in the evaluation process include:

- Written evaluations based on classroom observations;
- Self-evaluations completed by teachers being evaluated;
- Student performance on major assessments; and
- Feedback from parents.
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Charter School Goals and Actions to Achieve the Eight State Priorities

Please refer to the section titled "Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2: Measurable Pupil Outcomes for a comprehensive description of Sunshine Charter School's annual goals. These goals address each of the Eight State Priorities as outlined in Education Code Section 52060(d) and apply school wide and to all pupil Sub Groups. The section also details the specific annual actions the Charter School will implement to achieve those goals, in alignment with Education Code Section 47605(c)(5)(A)(ii).





Elements 2 AND 3

MEASURABLE PUPIL OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all pupil Sub Groups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. - Education Code Section 47605(c)(5)(B)*

and

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.- Education Code Section 47605(c)(5)(C)

The Charter School affirms that its methods for measuring pupil outcomes for State Priorities, as described in Element 2 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both school wide and for each Sub Group of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found below and will be included in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student Sub Groups. The metrics associated with these goals help the Charter School to ensure that these specific Sub Groups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The LCAP will be submitted to the District. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before





July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a non-consent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Alignment of Outcomes to the Eight State Priorities

State Priority #1— Basic Services	
The degree to which teachers are appropriately assigned (Education Code Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (Education Code Section 60119), and school facilities are maintained in good repair (Education CodeSection17002(d))	
Sub-priority A – Teachers	
Goal to Achieve Sub Priority	Goal to Achieve Sub Priority (A-Teachers): Sunshine Charter School will ensure that 100% of teachers hold the CTC certificate, permit, or other document required for their certificated assignment. The Charter School will maintain accurate credentialing records and ensure full compliance with Education Code Section 44258.9.
Actions to Achieve Goal	<ol style="list-style-type: none"> 1. Rigorous Hiring Practices: SCS will implement comprehensive hiring procedures that verify candidates' credentials and ensure alignment with teaching assignments. 2. Credential Monitoring: SCS will establish a system for regular monitoring of teacher credentials to ensure compliance with assignment requirements. 3. Professional Development: SCS will provide ongoing training and support for teachers to maintain and upgrade their credentials, including assistance with credential renewal processes. 4. Partnerships with Credentialing Programs: SCS will collaborate with accredited teacher preparation programs to create a pipeline of qualified candidates. 5. Assignment Audits: SCS will conduct annual audits to verify that teachers are appropriately assigned based on their credentials and subject matter expertise.



	<p>6. Mentorship Programs: SCS will develop mentorship opportunities for new teachers to support their professional growth and ensure adherence to credentialing standards.</p> <p>7. Policy Development: SCS will establish clear policies and procedures aligned with Education Code Section 44258.9 to guide teacher assignments and credentialing compliance.</p>
Measurable Outcome	<p>Percentage of Teachers with Clear or Preliminary Credentials: Sunshine Charter School aims to have 100% of its teachers hold the CTC certificate, permit, or other document required for their certificated assignment, as required by Education Code §47605(1)(1). This ensures that all teachers are authorized for their certificated assignments.</p> <p>Percentage of Teachers Teaching Outside Their Credential Authorization: The Charter School targets 0% of teachers teaching outside their credentialed subject areas, aligning with the goal of minimizing misassignments as monitored through the California Statewide Assignment Accountability System (“CalSAAS”)</p> <p>Sub Group-Specific Measurable Outcomes: Sunshine Charter School will ensure that all numerically significant student Sub Groups including English Learners, low-income students, foster youth, and students with disabilities receive equitable access to fully credentialed teachers, State Standards-aligned instructional materials, and facilities in good repair. Any insufficiencies affecting Sub Group access will be identified and remediated within two months of the start of the school year, consistent with Education Code §60119.</p>
Methods of Measurement	<p>Local Indicator: Basics (Priority 1 – Basic Services and Conditions): Sunshine Charter School will utilize the CDE’s self-reflection tool for Priority 1 to assess and report on the adequacy of teacher assignments. This includes evaluating whether teachers are appropriately assigned and fully credentialed, as required by Education Code Section 44258.9.</p> <p>CTC Monitoring: SCS will regularly review data from CalSAAS to monitor teacher assignments and credential statuses, ensuring compliance with state requirements.</p> <p>Annual Credential Review and Assignment Audits: An internal audit will be conducted annually to verify that all teachers hold the CTC certificate, permit, or other document required for their certificated assignments. This process will help identify any discrepancies and ensure timely resolution.</p> <p>SCS School Accountability Report Card (“SARC”): Sunshine Charter School will publish an annual SARC, detailing teacher qualifications, misassignments, and vacancies. This report will provide transparency and inform stakeholders about the school's staffing status.</p>

Sub Priority B – Instructional Materials	
Goal to Achieve Sub Priority	<p>Sunshine Charter School will ensure that 100% of students, both school wide and across all significant Sub Groups, have access to State Standards-aligned instructional materials, including English Language Arts, Mathematics, Science, and History-Social Science. This commitment aligns with Education Code Section 60119, guaranteeing that every student possesses their own copy of the required instructional materials for both classroom and home use.</p>
Actions to Achieve Goal	<ul style="list-style-type: none"> • Comprehensive Curriculum Review: Sunshine Charter School will conduct an annual review of all instructional materials to ensure alignment with State Standards. • Stakeholder Engagement in Material Selection: SCS will involve teachers, administrators, and parents in the selection and evaluation process of instructional materials to ensure they meet the diverse needs of all student groups. • Regular Inventory and Needs Assessment: An annual inventory will be conducted to assess the sufficiency of instructional materials, ensuring that every student has access to necessary resources both in print and digital formats. • Budget Allocation for Instructional Materials: The Charter School will allocate specific budgetary funds annually for the procurement and maintenance of instructional materials, prioritizing the replacement of outdated or insufficient resources. • Professional Development for Effective Implementation: Teachers will receive ongoing professional development on the effective use of instructional materials to enhance teaching and learning outcomes. • Monitoring and Compliance Checks: The administration will perform regular compliance checks to ensure adherence to Education Code Section 60119, verifying that all students have sufficient access to State Standards-aligned instructional materials. • Integration of Technology: The Charter School will integrate technology by providing access to digital instructional materials and resources, ensuring that students are equipped for 21st-century learning environments.
Measurable Outcome	<p>Percentage of Students with Access to State Standards-Aligned Instructional Materials:</p> <p>Sunshine Charter School aims to achieve and maintain 100% of students having access to State Standards-aligned instructional materials, including English Language Arts, Mathematics, Science, and History-Social Science. This goal aligns with the requirements set forth in Education Code Section 60119 and the</p>

	<p>Williams Settlement Legislation, which mandates that each pupil has sufficient textbooks or instructional materials to use in class and to take home.</p> <p>Timely Remediation of Identified Insufficiencies:</p> <p>In the event that any insufficiencies are identified, the Charter School commits to rectifying these issues within two months of the beginning of the school year, as stipulated by Education Code Section 60119(a)(2)(A).</p>
Methods of Measurement	<p>Local Indicator: Basics (Priority 1 – Basic Services and Conditions): Sunshine Charter School will utilize the CDE’s self-reflection tool for Priority 1 to assess and report on the adequacy of instructional materials. This includes evaluating whether students have sufficient access to standards-aligned instructional materials, in alignment with Education Code Section 60119.</p> <p>Annual Inventory and Needs Assessment: An annual inventory will be conducted to assess the sufficiency of instructional materials, ensuring that every student has access to necessary resources both in print and digital formats. This process will help identify any shortages and inform procurement decisions.</p> <p>School Accountability Report Card: Sunshine Charter School will publish an annual SARC, detailing the availability of instructional materials. This report will provide transparency and inform stakeholders about the Charter School's compliance with instructional material requirements.</p>
Sub Priority C – Facilities	
Goal to Achieve Sub Priority	Maintain the overall rating on the Facility Inspection Tool (“FIT”) as “Very Good” or higher, ensuring that all school facilities are clean, safe, and functional.
Actions to Achieve Goal	<ol style="list-style-type: none"> Annual Facility Inspections: Conduct comprehensive annual inspections using the FIT developed by the Office of Public School Construction to evaluate the condition of school facilities. Preventive Maintenance Program: Implement a preventive maintenance schedule addressing routine upkeep of critical systems such as HVAC, plumbing, electrical, and structural components to prevent deterioration. Timely Repairs and Upgrades: Establish protocols for the prompt resolution of identified deficiencies, ensuring that any issues compromising safety or functionality are addressed within a specified timeframe. Staff Training and Accountability: Provide training for maintenance staff on FIT standards and establish accountability measures to ensure adherence to maintenance protocols.

	<p>5. Stakeholder Engagement: Engage students, staff, and parents in reporting facility concerns through established channels, fostering a community-wide commitment to high facility standards.</p> <p>6. Integration with LCAP: Align facility maintenance goals with the Charter School's LCAP to support the overall educational program and student achievement.</p> <p>7. Regular Reporting and Transparency: Publish findings from FIT assessments and maintenance activities in the SARC to maintain transparency with stakeholders.</p>
Measurable Outcome	Achieve and maintain an overall rating of “Good” or higher on the FIT assessments, indicating that the Charter School's facilities are clean, safe, and functional.
Methods of Measurement	Utilize the FIT to conduct annual evaluations of school facilities. The FIT assesses various aspects, including gas systems, mechanical systems, interior surfaces, hazardous materials, structural integrity, fire safety, electrical systems, pest control, drinking fountains, restrooms, sewer systems, roofing, school grounds, and overall cleanliness. Results are documented and reported in the SARC and integrated into the LCAP.
<p>State Priority #2— Implementation of State Standards</p> <p>Implementation of State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</p>	
<p>Sub Priority A – State Standards Implementation</p>	
Goal to Achieve Sub Priority	<p>Achieve and maintain a rating of Level 4(“Full Implementation”) or higher on the California Department of Education’s State Standards Implementation Self-Reflection Tool in all three required areas:</p> <ol style="list-style-type: none"> 1. Recently adopted academic standards and/or curriculum frameworks. 2. Other adopted academic standards. 3. Support for teachers and administrators
Actions to Achieve Goal	<p>Curriculum Alignment: Ensure all instructional materials and curricula are aligned with the latest State Standards.</p> <p>Professional Development: Provide ongoing professional development for teachers and administrators focused on effective implementation of state standards and instructional best practices.</p>

	<p>Instructional Support: Deploy instructional coaches and specialists to support educators in delivering standards-aligned instruction.</p> <p>Assessment Integration: Utilize formative and summative assessments to monitor student progress and inform instruction in alignment with State Standards.</p> <p>Stakeholder Engagement: Engage families and community stakeholders through informational sessions and resources to support understanding and implementation of State Standards.</p>
Measurable Outcome	<p>Achieve and maintain Level 4 or higher ratings in all three areas of State Standards implementation as measured by the California School Dashboard (“Dashboard”) Local Performance Indicator Self-Reflection Tool</p> <p>Sub Group-Specific Measurable Outcomes:</p> <p>Sunshine Charter School will ensure that all numerically significant student Sub Groups including English Learners, low-income students, foster youth, and students with disabilities demonstrate equitable progress toward full implementation of State Standards. Local performance indicator results will be disaggregated by Sub Group, and any gaps in State Standards implementation or instructional support will trigger targeted intervention, additional instructional coaching, or modified implementation strategies to ensure academic equity.</p>
Methods of Measurement	<p>Annual completion of the Local Performance Indicator Self-Reflection Tool assessing:</p> <p>Implementation of recently adopted academic standards and/or curriculum frameworks.</p> <p>Implementation of other adopted academic standards.</p> <p>Support for teachers and administrators.</p> <p>Analysis of Professional development participation records and feedback surveys.</p> <p>Review of assessment data to evaluate student progress in relation to State Standards.</p> <p>Documentation of stakeholder engagement activities and feedback.</p>
<p>State Priority #3— Parental Involvement and Family Engagement</p> <p>Parental involvement and family engagement, including efforts the Charter School makes to seek parent input in making decisions for the Charter School, and including how the Charter School will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</p>	

Sub Priority C – Promoting Parent Participation for Unduplicated Students and Students with Exceptional Needs

Also addresses:

State Priority #3, Sub Priority A – Achieving/Maintaining Parental Involvement, and State Priority #3, Sub Priority B – Promoting Parent Participation

<p>Goal to Achieve Sub Priority</p>	<p>Achieve a self-reflection rating of at least 3 (on a 1–5 scale) on the Parent and Family Engagement Self-Reflection Tool, with a focus on three core areas:</p> <ol style="list-style-type: none"> 1. Building relationships between school staff and families 2. Building partnerships for student outcomes 3. Seeking input for decision-making, particularly from parents/guardians of unduplicated students and students with disabilities
<p>Actions to Achieve Goal</p>	<ol style="list-style-type: none"> 1. Establish Family Engagement Committees: Form committees that include parents of English Learners, foster youth, low-income students, and students with disabilities to provide regular feedback on school policies and programs. 2. Host Multilingual Family Workshops: Offer quarterly family education workshops in Farsi/Dari, Pashto, and English to help parents understand academic standards, support learning at home, and navigate IEP/504 processes. 3. Offer Interpretation and Translation Services: Ensure all school communications, meetings, and events are accessible in families’ home languages to remove language barriers. 4. Create Personalized Family Outreach Plans: Train staff to conduct proactive outreach (calls, texts, home visits) to build strong relationships with families, particularly those who have not previously engaged. 5. Organize Parent Leadership and Volunteer Programs: Encourage parent involvement through structured volunteer roles, such as classroom helpers, cultural event planners, or advisory council members. 6. Conduct Annual Surveys and Focus Groups: Collect structured feedback from all parent groups to evaluate satisfaction, participation, and inclusivity in school planning processes. 7. Include Parent Voice in LCAP and Governance: Ensure that parent input is integrated into LCAP development and shared governance decisions through surveys and public input meetings.

Measurable Outcome	<p>Achieve and maintain a rating of 3 or higher in each of the three areas of the Parent and Family Engagement Self-Reflection Tool (relationships, partnerships, and input in decision-making).</p> <p>Sub Group-Specific Measurable Outcomes: Sunshine Charter School will ensure that English Learners, low-income students, foster youth, and students with disabilities demonstrate equitable levels of parent engagement, as measured by participation in family workshops, advisory committees, surveys, and school decision-making processes. Participation data will be disaggregated by Sub Group, and any lower engagement rates among specific groups will trigger targeted outreach, expanded translation services, personalized communication strategies, or culturally responsive family liaison support to ensure equitable access and voice in school planning and governance.</p> <p>This ensures that Sub Group family engagement metrics are monitored, publicly reported, and improved through annual LCAP updates.</p>
Methods of Measurement	<p>Local Indicator:</p> <ul style="list-style-type: none"> • Parent and Family Engagement Self-Reflection Tool, as reported through the Dashboard • Parent engagement tracking logs (event participation, volunteer hours, survey response rates) • Parent feedback forms, surveys, and advisory committee minutes • Annual review and analysis of family participation trends disaggregated by Sub Group (ELs, low-income, foster youth, students with disabilities)
<p>State Priority #4 - Student Achievement</p> <p>Pupil achievement, as measured by all of the following, as applicable:</p> <p>A. CAASPP assessment</p> <p>B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements</p> <p>C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study</p> <p>D. The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).</p> <p>E. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessments for California</p>	

F. EL reclassification rate
G. Percentage of pupils who have passed an AP exam with a score of 3 or higher
H. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (Education Code Section 99300 et seq.) or any subsequent assessment of college preparedness

Sub Priority A – CAASPP

<p>Goal to Achieve Sub Priority</p>	<p>Improve student academic achievement as measured by multiple metrics, including performance on the CAASPP statewide assessments, English Language Proficiency progress for English Learners, and other indicators of college and career readiness. Sunshine Charter School aims to support all students in meeting or exceeding grade-level standards and to ensure equitable academic outcomes across all student groups.</p>
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<p>Actions to Achieve Goal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data-Driven Instruction: <ul style="list-style-type: none"> • Implement regular analysis of CAASPP and interim assessment data to identify learning gaps. • Use findings to inform instructional planning and targeted interventions. <input type="checkbox"/> Targeted Intervention Programs: <ul style="list-style-type: none"> • Provide additional support through after-school tutoring, small group instruction, and summer programs, focusing on students performing below grade level. • Utilize evidence-based intervention strategies tailored to student needs. <input type="checkbox"/> Professional Development: <ul style="list-style-type: none"> • Offer ongoing training for teachers on effective instructional strategies, data analysis, and differentiation to address diverse learning needs. • Encourage collaborative planning and sharing of best practices among educators. <input type="checkbox"/> Curriculum Alignment: <ul style="list-style-type: none"> • Ensure that instructional materials and assessments are aligned with state standards and the rigor of the CAASPP. • Regularly review and adjust curriculum to address identified areas of need.
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	<p>☐ Parental Engagement:</p> <ul style="list-style-type: none">• Conduct workshops and provide resources to help parents understand CAASPP scores and support their children's learning at home.• Maintain open communication channels between school and families regarding student progress.
Measurable Outcome	<p>Achieve a year-over-year improvement in distance from standard (“DFS”) scores in both ELA and Mathematics, aiming to meet or exceed the state average, with particular focus on closing achievement gaps among significant student Sub Groups.</p> <p>Sub Group-Specific Measurable Outcomes: Sunshine Charter School will ensure that all numerically significant student Sub Groups including English Learners, low-income students, foster youth, and students with disabilities demonstrate year-over-year improvement in CAASPP English Language Arts and Mathematics performance. Achievement data will be disaggregated by Sub Group, and any gaps in academic growth will trigger targeted intervention, expanded instructional support, bilingual scaffolding, or prioritized access to Academic Bridge Program services. All Sub Group progress will be monitored, publicly reported, and addressed through annual LCAP updates to ensure academic equity and sustained improvement.</p>
Methods of Measurement	<ul style="list-style-type: none">• Analysis of CAASPP assessment results, focusing on DFS metrics.• Monitoring progress through interim assessments and formative evaluations.• Review of Sub Group performance data to assess equity in achievement gains.• Feedback from teacher assessments and student performance tracking.





Sub Priority D – Both A-G and CTE	
Goal to Achieve Sub Priority	Increase the percentage of students, both school wide and across all significant Sub Groups, classified as "Prepared" on the state's College/Career Indicator (“CCI”), by ensuring completion of both A–G course requirements and a full CTE pathway.
Actions to Achieve Goal	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Alignment and Access: <ul style="list-style-type: none"> • Ensure that all students have access to a broad course of study that includes both A–G courses and CTE pathways. • Align curriculum offerings with UC/CSU entrance requirements and industry-recognized CTE standards. <input type="checkbox"/> Academic Counseling and Support: <ul style="list-style-type: none"> • Provide comprehensive academic counseling to guide students in selecting courses that fulfill both A–G and CTE requirements. • Implement individualized academic plans to monitor student progress toward meeting college and career readiness goals. <input type="checkbox"/> Partnerships with Higher Education and Industry: <ul style="list-style-type: none"> • Establish partnerships with local colleges, universities, and industry partners to offer dual enrollment opportunities and real-world CTE experiences. • Facilitate internships, mentorships, and job shadowing programs to enhance career readiness. <input type="checkbox"/> Professional Development for Educators: <ul style="list-style-type: none"> • Provide ongoing professional development for teachers to effectively deliver integrated A–G and CTE instruction. • Encourage collaboration between academic and CTE instructors to create interdisciplinary learning experiences. <input type="checkbox"/> Monitoring and Evaluation: <ul style="list-style-type: none"> • Regularly analyze student data to identify gaps in A–G and CTE completion rates. • Implement targeted interventions for students at risk of not meeting college and career readiness benchmarks.
Measurable Outcome	Achieve year-over-year improvement in the percentage of students classified as "Prepared" on the CCI, aiming to meet or exceed the state average, both school wide and across all significant Sub Groups.



<p>Methods of Measurement</p>	<ul style="list-style-type: none"> • California School Dashboard – College/Career Indicator (CCI): Monitor the percentage of students achieving "Prepared" status, with disaggregated data for significant Sub Groups. • Course Completion Records: Track student completion of A–G course requirements and full CTE pathways. • Student Academic Plans: Review individualized academic plans to ensure alignment with college and career readiness goals. • Partnership Program Participation: Evaluate student involvement in dual enrollment, internships, and other partnership programs.
<p>Sub Priority E – EL Proficiency Rates</p> <p>Also addresses:</p> <p>State Priority #2, Sub Priority B – EL Students & Academic Content Knowledge, and</p> <p>State Priority #2, EL Students; English Language Proficiency</p>	
<p>Goal to Achieve Sub Priority</p>	<p>Sunshine Charter School aims to increase the percentage of English Learners demonstrating annual progress toward English language proficiency, as measured by the ELPAC. The goal is to meet or exceed the state average for all significant Sub Groups.</p>
<p>Actions to Achieve Goal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Bilingual Instructional Support: <ul style="list-style-type: none"> • Employ Bilingual Instructional Assistants (“BIA”) to provide primary language support in core content areas using models such as push-in, pull-out, and pre/post-teaching. • Offer before and after-school tutoring sessions focusing on key academic concepts beyond ELD classes. • Facilitate home-to-school connections by assisting with communication between families and the school. <input type="checkbox"/> Designated and Integrated ELD Instruction: <ul style="list-style-type: none"> • Ensure daily designated ELD instruction is provided, alongside integrated ELD strategies across all content areas. • Utilize scaffolded supports and small group instruction to address specific language development needs. <input type="checkbox"/> ELPAC Assessment and Monitoring:

	<ul style="list-style-type: none"> • Administer ELPAC assessments to monitor EL progress and inform instruction. • Use assessment data to identify students' proficiency levels and adjust instructional strategies accordingly.
Measurable Outcome	The percentage of ELs demonstrating annual growth in English language proficiency, as indicated by the English Learner Progress Indicator (“ELPI”) on the Dashboard, will increase each year until it meets or exceeds the State average for all significant Sub Groups.
Methods of Measurement	<ul style="list-style-type: none"> • Dashboard – ELPI Indicator: Monitor progress on the English Learner Progress Indicator. • ELPAC Scores: Analyze annual assessment results by proficiency level. • Reclassification Rates: Track the annual percentage of ELs reclassified as RFEP. • Internal Progress Monitoring: Utilize local formative assessments to assess language development throughout the year.
Sub Priority F – EL Reclassification Rates	
Goal to Achieve Sub Priority	Increase the percentage of ELs reclassified to RFEP status, aiming to meet or exceed the State average, both school wide and across all significant Sub Groups.
Actions to Achieve Goal	<ul style="list-style-type: none"> <input type="checkbox"/> Integrated Bilingual Instruction: <ul style="list-style-type: none"> • Implement Sunshine Charter School's Farsi/Dari Immersion and Pashto Language Development programs to support ELs in developing proficiency in English while maintaining their native languages. • Utilize dual-language instruction models to enhance cognitive development and academic achievement. <input type="checkbox"/> Targeted ELD Support: <ul style="list-style-type: none"> • Provide daily designated and integrated ELD instruction tailored to students' proficiency levels.

	<ul style="list-style-type: none"> • Employ scaffolded supports and small group instruction to address specific language development needs. □ Data-Driven Progress Monitoring: <ul style="list-style-type: none"> • Regularly assess ELs using formative assessments and interim benchmarks to track language acquisition progress. • Use assessment data to inform instruction and provide timely interventions. □ Professional Development for Educators: <ul style="list-style-type: none"> • Offer ongoing training for teachers on effective ELD strategies, including the use of the ELPAC data to guide instruction. • Encourage collaboration among educators to share best practices for supporting ELs. □ Parental Engagement and Communication: <ul style="list-style-type: none"> • Conduct workshops to educate parents about the reclassification process and how they can support their children's language development at home. • Provide regular updates to parents on their child's progress toward reclassification.
Measurable Outcome	Achieve an annual increase in the percentage of ELs reclassified to RFEP status, with a focus on students scoring Level 3 or 4 on the most recent ELPAC, until the Charter School's reclassification rate meets or exceeds the State average.
Methods of Measurement	<ul style="list-style-type: none"> • DataQuest: Monitor reclassification rates and compare them to State averages. • ELPAC Results: Analyze student performance levels to identify those eligible for reclassification. • Internal Tracking Systems: Use school-based data systems to monitor individual student progress and the effectiveness of interventions

State Priority #5— Student Engagement

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates**
- B. Chronic absenteeism rates**
- C. Middle school dropout rates (Education Code Section 52052.1(a)(3))**
- D. High school dropout rates**
- E. High school graduation rates**

Sub Priority A – Student Attendance Rates

Goal to Achieve
Sub Priority

Increase Average Daily Attendance (“ADA”) rates, both school wide and across all significant Sub Groups, aiming to reach or exceed 95%.

Actions to
Achieve Goal

- Positive School Climate and Culture**
 - Foster a welcoming and inclusive environment where students feel safe, supported, and valued.
 - Implement programs that promote student connectedness, such as mentorship initiatives and extracurricular activities.
- Family Engagement and Communication**
 - Establish regular communication channels with families to emphasize the importance of consistent attendance.
 - Provide resources and workshops to assist families in overcoming barriers to attendance.
- Attendance Monitoring and Early Intervention**
 - Utilize the Student Information System (“SIS”) to monitor attendance data in real-time.
 - Identify students exhibiting patterns of absenteeism and implement targeted interventions promptly.
- Incentive Programs**
 - Introduce recognition programs to celebrate students with improved or perfect attendance records.
 - Organize school-wide events or rewards to motivate consistent attendance.
- Community Partnerships**
 - Collaborate with local organizations to provide additional support services, such as transportation assistance or health services, addressing external factors affecting attendance.

Measurable Outcome	<p>Achieve an annual increase in ADA rates, striving to meet or surpass the 95% benchmark both school wide and within all significant student Sub Groups.</p> <p>Sub Group-Specific Measurable Outcomes: Sunshine Charter School will ensure that English Learners, low-income students, foster youth, and students with disabilities demonstrate equitable improvement in Average Daily Attendance (ADA). Attendance data will be disaggregated by Sub Group, and any discrepancies or lower attendance rates among specific student groups will trigger targeted outreach, bilingual attendance communication, family case management, transportation support referrals, or counselor-led attendance intervention plans. All Sub Group attendance trends will be monitored quarterly, publicly reported through LCAP updates, and addressed through MTSS supports to ensure equitable access to instructional time.</p>
Methods of Measurement	<ul style="list-style-type: none"> • SIS Reports: Analyze daily and monthly attendance data to track progress. • Dashboard: Review chronic absenteeism indicators and compare with State averages. • Stakeholder Surveys: Gather feedback from students, parents, and staff regarding the effectiveness of attendance initiatives.
Sub Priority B – Student Absenteeism Rates	
Goal to Achieve Sub Priority	Reduce the percentage of students, both school wide and across all significant Sub Groups, who are chronically absent (i.e., miss 10% or more of instructional days), aiming to meet or fall below the State average.
Actions to Achieve Goal	<ul style="list-style-type: none"> <input type="checkbox"/> Implement a Tiered Intervention Framework <ul style="list-style-type: none"> • Adopt a MTSS to identify and address the varying needs of students at risk of chronic absenteeism. • Provide universal prevention strategies for all students, targeted interventions for those at risk, and intensive support for students with chronic absenteeism. <input type="checkbox"/> Enhance Family and Community Engagement

	<ul style="list-style-type: none"> • Conduct regular outreach to families through home visits, phone calls, and community meetings to discuss attendance concerns and collaboratively develop solutions. • Partner with local organizations to address external factors affecting attendance, such as transportation and healthcare access. <p><input type="checkbox"/> Utilize PBIS</p> <ul style="list-style-type: none"> • Implement PBIS to create a positive school climate that encourages regular attendance. • Recognize and reward good attendance through incentives and acknowledgment programs. <p><input type="checkbox"/> Monitor Attendance Data and Provide Early Interventions</p> <ul style="list-style-type: none"> • Use the SIS to track attendance patterns and identify students who are beginning to show signs of chronic absenteeism. • Intervene early with personalized support plans to address barriers to attendance. <p><input type="checkbox"/> Promote a Culturally Responsive School Environment</p> <ul style="list-style-type: none"> • Incorporate culturally relevant practices and programs, such as the Farsi/Dari Immersion and Pashto Language Development programs, to make the school environment more inclusive and engaging for students from diverse backgrounds. • Provide professional development for staff on cultural competency and responsive teaching strategies.
Measurable Outcome	Achieve an annual decrease in the percentage of chronically absent students, both school wide and across all significant Sub Groups, until the rate aligns with or falls below the state average.
Methods of Measurement	<ul style="list-style-type: none"> • Dashboard-Chronic Absenteeism Indicator: Monitor and analyze chronic absenteeism rates and trends. • SIS Reports: Track individual and group attendance data in real-time. • Family and Student Surveys: Gather qualitative data on barriers to attendance and the effectiveness of interventions.

Sub Priority C – Middle School Dropout Rates	
Goal to Achieve Sub Priority	Reduce the percentage of middle school students (grades 6–8), both school wide and across all significant Sub Groups, who drop out of school, aiming to meet or fall below the State average.
Actions to Achieve Goal	<ul style="list-style-type: none"> <input type="checkbox"/> Early Identification and Intervention <ul style="list-style-type: none"> • Implement an Early Warning System (“EWS”) to monitor indicators such as attendance, behavior, and academic performance. • Provide timely interventions for students exhibiting risk factors associated with dropping out. <input type="checkbox"/> Personalized Academic Support <ul style="list-style-type: none"> • Offer targeted tutoring and mentoring programs to address individual academic challenges. • Develop Individual Learning Plans for students needing additional support. <input type="checkbox"/> Family and Community Engagement <ul style="list-style-type: none"> • Conduct regular parent-teacher conferences to discuss student progress and concerns. • Partner with community organizations to provide resources and support services to families. <input type="checkbox"/> Positive School Climate Initiatives <ul style="list-style-type: none"> • Implement programs that promote a safe and inclusive school environment. • Recognize and celebrate student achievements to foster a sense of belonging. <input type="checkbox"/> Culturally Responsive Curriculum <ul style="list-style-type: none"> • Integrate culturally relevant materials and teaching strategies to engage diverse student populations. • Incorporate the Farsi/Dari Immersion and Pashto Language Development programs to support students from these linguistic backgrounds.
Measurable Outcome	Achieve an annual decrease in the middle school dropout rate, both school wide and across all significant Sub Groups, until the rate aligns with or falls below the state average.
Methods of Measurement	<ul style="list-style-type: none"> • California Department of Education's DataQuest: Monitor and analyze dropout rates and trends.

	<ul style="list-style-type: none"> • SIS Reports: Track individual and group academic performance and attendance data. • Stakeholder Surveys: Gather feedback from students, parents, and staff regarding the effectiveness of dropout prevention initiatives.
<p>State Priority #6— School Climate School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
<p>Sub Priority A – Pupil Suspension Rates</p>	
<p>Goal to Achieve Sub Priority</p>	<p>Reduce the percentage of students, both school wide and across all significant Sub Groups, who are suspended for an aggregate total of one full day or more during the school year, aiming to meet or fall below the state average.</p>
<p>Actions to Achieve Goal</p>	<ol style="list-style-type: none"> 1. Implement PBIS <ul style="list-style-type: none"> • Establish a school-wide PBIS framework to promote positive behavior and prevent misconduct. • Provide ongoing training for staff to ensure consistent application of PBIS strategies. 2. Adopt Restorative Practices <ul style="list-style-type: none"> • Integrate restorative justice approaches, such as restorative circles and mediation, to address conflicts and behavioral issues. • Train staff and students in restorative practices to build a supportive school community. 3. Enhance Cultural Responsiveness <ul style="list-style-type: none"> • Provide professional development on culturally responsive teaching and discipline practices to address disparities in suspension rates. • Engage families and communities in developing culturally relevant behavioral expectations. 4. Utilize Early Intervention Strategies

	<ul style="list-style-type: none"> • Implement early warning systems to identify students at risk of suspension and provide targeted support. • Offer counseling, mentoring, and academic assistance to address underlying issues contributing to behavioral problems. <p>5. Monitor and Analyze Discipline Data</p> <ul style="list-style-type: none"> • Regularly review suspension data disaggregated by Sub Group to identify trends and inform interventions. • Adjust policies and practices based on data analysis to ensure equitable discipline outcomes.
Measurable Outcome	Achieve an annual decrease in the suspension rate, both school wide and across all significant Sub Groups, until the rate aligns with or falls below the State average.
Methods of Measurement	<p>Dashboard-Suspension Rate Indicator: Monitor and analyze suspension rates and trends.</p> <p>SIS Reports: Track individual and group suspension data in real-time.</p> <p>Stakeholder Surveys: Gather feedback from students, parents, and staff regarding the effectiveness of discipline policies and school climate.</p>
Sub Priority B – Pupil Expulsion Rates	
Goal to Achieve Sub Priority	Reduce the percentage of students, both school wide and across all significant Sub Groups, who are expelled from school, with the aim of maintaining expulsion rates at or below the State average.
Actions to Achieve Goal	<ul style="list-style-type: none"> <input type="checkbox"/> Implement a PBIS framework to promote a restorative and supportive school culture. <input type="checkbox"/> Provide ongoing training for staff on trauma-informed practices and alternatives to suspension/expulsion. <input type="checkbox"/> Establish a Restorative Justice program to address conflicts and behavioral incidents through dialogue and accountability rather than exclusion. <input type="checkbox"/> Develop and implement an Early Intervention System to identify and support at-risk students before disciplinary actions escalate. <input type="checkbox"/> Ensure family engagement in behavior intervention plans, including translation and cultural sensitivity support for diverse families.

	<input type="checkbox"/> Regularly review discipline data by Sub Group to monitor equity and prevent disproportionate disciplinary outcomes.
Measurable Outcome	<p>The percentage of students expelled from school, both school wide and for all significant Sub Groups, will decrease annually until it is at or below the State average.</p> <p>Sub Group-Specific Measurable Outcomes: Sunshine Charter School will ensure that English Learners, low-income students, foster youth, and students with disabilities demonstrate equitable reductions in expulsion rates. All expulsion data will be disaggregated quarterly by Sub Group. Any student groups showing disproportionate expulsion patterns will trigger targeted intervention plans, including restorative justice practices, trauma-informed counseling, culturally responsive behavior supports, bilingual family conferencing, and MTSS case management before exclusionary discipline is considered. All Sub Group expulsion outcomes will be monitored annually through the LCAP, publicly reported, and addressed through continuous improvement planning to ensure equitable, transparent, and legally compliant discipline practices for all student groups.</p>
Methods of Measurement	<input type="checkbox"/> California Department of Education DataQuest reports on annual pupil expulsion rates <input type="checkbox"/> Internal school discipline logs reviewed quarterly <input type="checkbox"/> Disaggregated data by Sub Group to ensure equity and compliance
<p>State Priority #7— Course Access</p> <p>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; Education CodeSection42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:</p> <ul style="list-style-type: none"> • Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (Education CodeSection51210) • Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (Education CodeSection51220(a)-(i)) 	

<p>Goal to Achieve Sub Priority</p>	<p>Ensure that 100% of students in grades TK-8, including all significant Sub Groups (English Learners, foster youth, low-income students, and students with exceptional needs), have access to and are enrolled in a broad course of study, as defined by Education Code Section 51210.</p>
<p>Actions to Achieve Goal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Implement a comprehensive master schedule that ensures access to all core and non-core content areas, including English, math, science, social studies, visual and performing arts, physical education, and health. <input type="checkbox"/> Provide all students with weekly instruction in visual and performing arts and physical education, aligned with State Standards. <input type="checkbox"/> Ensure that English Learners, foster youth, FRPM-eligible students, and students with exceptional needs are equitably enrolled in the full range of grade-level courses and not pulled from core instruction for supplemental services. <input type="checkbox"/> Integrate Pashto and Farsi-Dari language development as additional access points for cultural and linguistic relevance. <input type="checkbox"/> Monitor and adjust staffing to ensure all students have qualified teachers in each subject area. <input type="checkbox"/> Use MTSS to ensure that intervention and enrichment opportunities do not reduce access to the broad course of study. <input type="checkbox"/> Regularly audit student schedules and report cards to ensure full access and participation.
<p>Measurable Outcome</p>	<p>The percentage of students, both school wide and for all significant Sub Groups, receiving instruction in a broad course of study will increase annually until it reaches 100%.</p> <p>Sub Group-Specific Measurable Outcomes: Sunshine Charter School will ensure that English Learners, low-income students, foster youth, and students with disabilities receive equitable access to and enrollment in a broad course of study, including core subjects, visual and performing arts, physical education, and enrichment courses. All course enrollment data will be disaggregated quarterly by Sub Group to verify that supplemental support services (such as ELD, SPED, or intervention) do not remove students from core instruction or reduce access to State Standards curriculum. Any Sub Group discrepancies will trigger corrective scheduling audits, MTSS planning, bilingual family conferencing,</p>

	<p>teacher reassignment, or targeted staffing adjustments to ensure equitable course access. All Sub Group course access metrics will be monitored annually through the LCAP and publicly reported to ensure full educational access and equity for all student groups.</p>
Methods of Measurement	<ul style="list-style-type: none"> <input type="checkbox"/> Local Indicator: Access to a Broad Course of Study – Self-Reflection Tool <input type="checkbox"/> Internal audits of class schedules and report cards <input type="checkbox"/> Teacher assignment and course offering reports <input type="checkbox"/> Student enrollment and Sub Group participation data
<p>State Priority #8 - Other Student Outcomes Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>	
<p>Sub Priority D –Multiple Student Outcomes Science, Biliteracy, SEL, ABP Progress)</p>	
Goal to Achieve Sub Priority	<p>Sub Priority: Increase and improve student outcomes across multiple areas not captured in Priority 4 or Priority 7, including:</p> <ol style="list-style-type: none"> 1. Science achievement, as measured by the California Science Test (“CAST”). 2. Biliteracy development in Farsi-Dari, Pashto, and English. 3. Social-emotional learning (SEL) aligned with schoolwide character and cultural goals. 4. Academic Bridge Program (ABP) progress for students with interrupted education. <p>Increase the percentage of students, both schoolwide and across all significant Sub Groups, who meet or exceed the California science standards, as measured by the California Science Test.</p> <p>In addition to the science, biliteracy, SEL, and ABP outcomes described above, Sunshine Charter School will monitor and report additional Priority 8 student outcomes separately for English Language Arts, Mathematics, Social Science, Visual and Performing Arts, Physical Education, and other applicable curriculum areas. Each subject area will include its own measurable outcomes, Sub Group disaggregation, and annual reporting within the LCAP to ensure full alignment with State Priority 8 requirements and SJUSD expectations.</p>

	<p>Sub Priority (SJUSD-aligned language): Percentage of students, schoolwide and for all significant Sub Groups, who meet or exceed standards on the CAST.</p>
<p>Actions to Achieve Goal</p>	<ul style="list-style-type: none"> • Implement NGSS-aligned curriculum in all grades 3–8, with hands-on, inquiry-based instruction. • Provide professional development for teachers in NGSS instructional strategies and integration of science practices. • Incorporate STEAM-based activities (Science, Technology, Engineering, Arts, Math) in project-based learning units. • Ensure equitable access to science labs, equipment, and materials, especially for English Learners, students with disabilities, and other underserved groups. • Use formative assessments and benchmark data to identify learning gaps and provide targeted support. • Integrate language development support into science instruction for Farsi-Dari and Pashto-speaking students. • Offer after-school or enrichment programs to reinforce science content and promote interest in STEM careers.
<p>Measurable Outcome</p>	<p>The percentage of students meeting or exceeding standards on the CAST will improve annually until it is equal to or exceeds the California state average, for all students and all significant Sub Groups.</p> <p>Sub Group-Specific Measurable Outcomes: Sunshine Charter School will ensure that English Learners, low-income students, foster youth, and students with disabilities demonstrate equitable improvement in science achievement, biliteracy development, social-emotional learning, and Academic Bridge Program (ABP) progress. All science, biliteracy, SEL, and ABP performance data will be disaggregated by Sub Group to identify gaps in achievement, instructional access, or intervention needs. Any Sub Group demonstrating lower progress will trigger targeted instructional support, culturally responsive science instruction, expanded bilingual scaffolds, ABP tutoring, individualized SEL case management, or differentiated bilingual academic interventions. Sub Group outcomes will be monitored quarterly, publicly reported through the annual LCAP update, and</p>


	continuously adjusted through MTSS planning to ensure equitable growth across science, biliteracy, SEL, and ABP performance domains for all student groups.
Methods of Measurement	<ul style="list-style-type: none"> • CAST results, available through the CAST/CDE website • Internal benchmark and formative assessment data • Analysis of Sub Group performance by grade level

Assessment

Assessment at **Sunshine Charter School** serves as a critical tool to measure individual student progress, inform instruction, and evaluate the overall effectiveness of the Charter School’s educational programs. Because no single assessment provides sufficient information on students learning in all areas, the Sunshine Charter School uses multiple assessments, both formative and summative, throughout the Charter School year. comprehensive system of **multiple measures**, including both formative and summative assessments, to ensure that teachers, parents, and students have timely and accurate information about academic growth and areas needing support.

Sunshine Charter School use of a variety of assessments reflects best practice and ensures that teachers, parents and students continually have current and accurate information about student’s level mastery and areas in which they might be struggling. Teachers regularly use that data to adapt the program to each student’s needs. In immersion classrooms, multiple measures are particularly important since it may sometimes be necessary to disaggregate content performance from linguistic performance. For example, some students may comprehend the concept of regrouping in mathematics but be unable to explain how they arrived at their answer in Farsi-Dari. Determining whether students understand the concept and can use their knowledge in performance may need to be separated from student’s ability to verbalize their knowledge. On the other hand, it is also important for students to be able to demonstrate through oral or written language what they have learned, therefore, requiring students to use Farsi-Dari to explain their thinking is also appropriate. Teachers develop, select and use different assessments depending on the lesson or unit goal, children’s developmental characteristics, availability of resources, and planned use of the data. Teachers use a combination of the following assessments:

- school-designed benchmark assessments: 3 cumulative standards-aligned assessments given periodically during the school year in core subjects
- day-to-day teacher-designed and/or curriculum-embedded assessments: quizzes, unit tests, homework
- qualitative observations of the process of learning: teachers anecdotal notes, student reflection log, observation of student participation in class
- final products: scored published writing, final class projects (individual or group).



The Charter School gives writing assessments at all grade levels in various genres, with aligned Farsi-Dari and English rubrics. The Charter School will also create capstone projects for middle schools to capture and highlight students' interdisciplinary learning from the school year.

Language Proficiency Assessment: Because students at Sunshine Charter School are developing biliteracy in Farsi-Dari, Pashto, and English, the Charter School will implement a research-based framework to measure proficiency growth across listening, speaking, reading, and writing in all three languages.

English Language Development: English Learners are assessed annually using the ELPAC to determine progress and reclassification eligibility. Results are analyzed to guide instruction, ensure compliance with state and federal accountability requirements, and monitor English Learner progress toward proficiency.

Farsi-Dari and Pashto Language Proficiency: Farsi-Dari and Pashto language proficiency will be assessed using research-based and widely recognized assessments where available, along with school-developed tools aligned to national and international language proficiency frameworks.

- Grades TK–2: SCS will use LinguaFolio, developed by the National Council of State Supervisors for Languages, as a proficiency-based assessment tool to document students' progress in Farsi-Dari and Pashto. LinguaFolio supports early learners through self-assessment, language reflection, and teacher-documented performance using internationally accepted benchmarks.
- Grades 3-8: SCS will administer the STAMP assessment by Avant Assessment, where applicable. STAMP is a research-validated, web-based tool developed in collaboration with the Center for Applied Second Language Studies (“CASLS”) at the University of Oregon. It measures interpretive and presentational language skills reading, writing, and speaking and aligns with national ACTFL proficiency benchmarks. STAMP has been successfully adapted for use in heritage and world language programs, including pilot studies with Persian (Farsi) learners.
- Alternative and Supplemental Measures: Where standardized assessments in Farsi-Dari or Pashto are unavailable, the school will collaborate with linguists, educational consultants, and dual-language experts to design performance-based, standards-aligned assessments that accurately reflect student growth and language development.

State-Mandated Academic Assessments

All students in grades 3-8 (and grades 5 and 8 for science) participate in the California Assessment of Student Performance and Progress (“CAASPP”) system, which measures proficiency in English Language Arts, Mathematics, and Science. Students with significant cognitive disabilities will participate in the California Alternate Assessments (“CAA”), administered in lieu of CAASPP when appropriate and determined through the IEP process. The Charter School will also administer the State Physical Fitness Test (“PFT”) in grade 5 to measure student physical fitness, as required by state law. These state-mandated assessments ensure



accountability, compliance with State Standards, and continuous improvement across the curriculum.

Using Assessment Data: SCS educators collaboratively analyze assessment results through data team meetings, grade-level planning and professional learning communities. Data are used to:

- Identify trends and adjust instruction for individuals and groups.
- Design targeted interventions within the **Academic Bridge Program** for students performing below grade level.
- Support differentiated instruction for English Learners and advanced students alike.
- Evaluate teacher effectiveness and guide professional development.
- Monitor program success and inform annual Local Control and Accountability Plan (“LCAP”) goals.

Through this **comprehensive assessment system**, Sunshine Charter School ensures that all students regardless of language background make measurable academic, linguistic, and personal growth each year. Assessment is viewed not merely as a measurement tool, but as an integral part of the learning process that empowers students to take ownership of their progress and become confident, self-directed learners.

Summary of Methods of Measurement

The table below summarizes the methods for measuring pupil outcomes for state priorities consistent with the way information is reported on the SARC.

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
ELPAC Initial Assessment	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	TK-8	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.
ELPAC Summative Assessment	The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.	TK-8	Once a year	The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to



				help inform proper educational placement and to report progress for accountability.
CAASPP	State criterion-based assessment in ELA and Math	3-8	Spring/Once a year	Student achievement increases annually per goals listed in the current year's LCAP.
CAST	State criterion-based assessment in science	5 and 8	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
California Alternate Assessments ("CAA")	State alternative assessment in ELA, Math, and Science for qualified students	3-8	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	TK-8	Teacher and grade level determined	Students show mastery and proficiency in content knowledge.
Curriculum Based Assessments	Assess mastery of unit/lesson content	TK-8	End of unit (for example)	Students show mastery and proficiency in content knowledge.


Curriculum Based Benchmarks	Determine progress toward Standard Mastery in grade level core curriculum	TK-8	Quarterly (for example)	Students demonstrate progress toward Standards Mastery
PFT	State criterion-based assessment in Physical Fitness	5 and 7	Spring/Once a year	Students demonstrate levels of health-related fitness
Smarter Balanced Interim Comprehensive Assessment (“ICA”)	Provide students with the same item types and formats of the SBAC to include performance tasks Provide teachers with overall scale score and performance level of each student	3-8	As assigned by teacher	Students demonstrate progress toward Standards Mastery
Smarter Balanced Interim Assessment Blocks (“IAB”)	Provide students an opportunity to show standard mastery on smaller targets for instruction	3-8	As assigned by teacher	Students demonstrate progress toward Standards Mastery

Data Assessment and Reporting

Research shows effective schools that excel academically consistently monitor students’ academic progress and use data to inform and modify instruction³⁰. In order to attain the goals set forth above and those that will be in the Charter School’s LCAP, as well as create an environment that maximizes student learning and academic growth, the Charter School will establish a data and assessment system that allows for consistent monitoring of student performance through a variety of authentic and standardized measures. Underlying the system is an infrastructure that facilitates the effective storage, reporting and analysis of data. The Charter School will select a SIS that meets these needs. This SIS will also store all student data such as demographics, attendance and grade books and will be accessible online by parents and students.

Teachers and staff will monitor the progress of student learning to ensure sufficient progress is being made. Assessments (standardized, diagnostic/criterion-referenced, rubrics, portfolio, etc.) will inform and drive the Charter School’s instruction. Student needs and progress

³⁰ U.S. Department of Education. *Using Student Achievement Data to Support Instructional Decision Making*. Institute of Education Sciences (IES).



are monitored consistently throughout the school year through a system of internal benchmarks and other, more frequent forms of assessment.

The Charter School will regularly report data on pupil achievement to parents and students through regular grading periods, reporting of test score results (e.g., CAASPP), and parent conferences. Parents will also have direct access to their child's attendance and academic progress through the SIS.

Pupil achievement data will be regularly reported to staff and used to evaluate the efficacy of the educational program. Professional development time will be built into the school year and weekly schedule to provide time and space for analyzing data which informs the academic program.

Performance Reporting

The Charter School Principal will provide a performance report in the fall to the District if required or requested. This performance report would be in addition to the annual publication of the SARC and will include an analysis of performance against student outcomes.

Visitation

The Charter School submits to visits and inspections by the District as allowed by Education Code Section 47607 and understands that it must promptly comply with all requests for information as required by Education Code Section 47604.3.



ELEMENT 4. GOVERNANCE STRUCTURE

Governing Law: *The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D)*

(A) Non-profit Public Benefit Corporation

Upon approval of this charter, SCS will be a directly funded independent charter school operated as a California non-profit public benefit corporation with tax exempt 501(c)(3) status, pursuant to California law.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated as a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

(B) Board of Directors

SCS will be governed by the Sunshine Charter School Board of Directors (“Board”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The Articles of Incorporation, Bylaws and Conflict of Interest Code for the Charter School are attached in the Appendix listed in the Table of Contents. (Appendix F)

Please refer to Appendix (F) for the SCS Bylaws, Conflict-of-Interest Code.

The Board of Directors will have no less than three (3) and no more than eleven (11) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation’s annual meeting of the Board of Directors.

Initial Governing Board Composition

The initial Governing Board of Sunshine Charter School shall consist of five (5) directors, each serving either a one-year or two-year term. To ensure continuity and stability in governance, the initial five directors shall serve staggered terms, with three (3) members serving one-year terms and two (2) members serving two-year terms, determined by lot upon Board formation.

After the initial term, the Board may expand its membership up to the maximum number permitted under the bylaws through regular Board action. Any additional directors appointed after the initial staggered term period will not alter the initial five-seat composition or staggered term structure required for charter authorization.



Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. Neither the Superintendent nor the principal shall serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47607(c), the District may appoint a representative to the Board. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Selection of New Board Members, not including the District representative

A stable, strong, committed, and mission-aligned Board is critical to the success of SCS. Therefore, all potential and new Board members will undergo a careful and deliberate vetting process and will require the vote of the current Board membership in accordance with the bylaws. Requirements of new members to the Board include:

- Deep and unwavering commitment to the mission of the Charter School
- Belief that the Charter School will be able to achieve its mission and should take all reasonable steps necessary in order to do so
- Regular attendance at all Board meetings
- Expertise in one or more areas that proves to be valuable to the governance of the Charter School
- Experience with and interest in working with a committed, driven, diverse group of people
- Willingness to leverage personal and professional networks on behalf of the Charter School
- Availability and willingness to participate in the governance of Sunshine Charter School

The names and relevant qualifications of all persons whom the petitioner nominated to serve the initial Board of Directors is described below:

Name	Category/Qualifications
AFSHIN (ANDY) MIRHAJ	Chair of the Board
ABDUL SABOOR MAHZOOZ	Chief financial officer
DR. NAWEEDULLAH DANISHYAR	Board Secretary
SPOJMIE NASIRI J.D.	Board member
DR. J. DOUGLAS PENN, PHD	Board member
DR. SHIBA RAHIMI, PSY.D	Board member




Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Superintendent of the Charter School.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation for the staff.
- Approve and monitor the Charter School's annual budget and budget revisions.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed. Standing committees such as Education Committee, Administrative and Governance, Community Engagement, Budget and Finance, and staffing and Human Resources to be established in compliance with the Brown Act. The Board will also conduct an annual self-evaluation to ensure governance effectiveness.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Engage in ongoing strategic planning, including a succession plan for key leadership positions, including the Superintendent and Principal, to ensure continuity of leadership.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out-of-state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the district for consideration.
- Approve annual independent fiscal audit.
- Appoint an administrative panel or act as a hearing body and act on recommended student expulsions.





The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

SCS shall comply with the Brown Act. The Charter School has adopted a Conflict-of-Interest Code that complies with the Political Reform Act and the Charter School complies with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict-of-Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing.
- Specify the entity designated.
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

SCS Board of Directors will attend an in-service course for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act.

All meetings are open to the public. Regular meeting agendas will be posted at least 72 hours prior to regular meetings on the Charter School's website and in hardcopy on the Charter School's campus in a location accessible to the public. A scribe will record all meeting minutes and publish them for all stakeholders to view. Meeting minutes for Board meetings will be posted on the website following Board approval.

(C) Charter School Staff

The Superintendent

The Superintendent serves as the Chief Executive Officer of the Charter School and reports directly to the Board. The Superintendent shall perform assigned tasks as directed by the Charter School Board and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission.
- Communicate and report to the Charter School Board of Directors.


- Hire, sets compensation for, support and evaluate staff, including a Principal
- Is responsible for the day-to-day operations of SCS, and performs such tasks, among others, as
- Develop the annual budget
- Oversee fiscal affairs
- Provide annual and long-term planning
- Foster positive relationships with students, families and staff
- Ensure the instructional program meets or exceeds goals expressed in the charter
- Serve or appoint a designee to serve on any committees of the Charter School
- Help craft and maintain policies and procedures
- Participate in the dispute resolution procedures of the Charter School as necessary
- Contract out for various services (e.g., legal and fiscal support, marketing, compliance oversight) when necessary
- Manage all staff or designate administrators to manage specified staff
- Present regularly to the SCS Board of Directors

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employees, or third-party provider.

The Principal

The Principal will be the academic leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal reports to the Superintendent and is responsible for instructional leadership, site management, and school culture. The Principal shall perform assigned tasks as directed by the Superintendent and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission.
- foster positive relationships with students, families, and staff
- Participate in and develop professional development workshops as needed.
- Ensure compliance with all applicable state and federal laws and help secure local grants.
- Communicate with parents, recruit new families and students, and assure families of academic growth.
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors.

- 
- Complete and submit required documents as requested or required by the charter, the Superintendent, and/or Charter School Board of Directors and/or the district.
 - Help identify the staffing needs of the Charter School.
 - Ensure that appropriate evaluation techniques are used for both students and staff.
 - Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables.
 - Hire qualified substitute teachers as needed.
 - Ensure the security of the school building.
 - Promote the Charter School in the community and promote positive public relations and interact effectively with media.
 - Encourage and support teacher professional development.
 - Develop SARC and the LCAP.
 - Manage student discipline, and as necessary participate in the suspension and expulsion process.
 - Participate in IEP meetings as necessary.


(D) Parent Involvement in Governance

The input of all Charter School education partners is valued by the SCS. As such, education partners are given the opportunity to address issues on the agenda at all Board meetings. General public comment on any item related to the Charter School is welcome. Further commentary on issues regarding the Charter School is provided to the Superintendent as needed. Parent input is collected through surveys and committees will be summarized and presented to the Board annually to inform decision-making.

The Charter School will have a Parent Involvement Policy outlining that parent involvement is encouraged at the Charter School. No parent or guardian will be required to volunteer. This policy will be reviewed annually for any updates needed.

Families at the Charter School will be invited to participate in surveys to provide feedback to the Charter School and identify areas of improvement. In addition to annual surveys, families will be asked to participate in the annual update to the LCAP. Additional opportunities for engagement between the Charter School and parents and families will be facilitated through more informal means, such as “coffee with SCS Administrators” and events such as back-to-school night.

The Charter School will comply with all applicable requirements for parental notification and will provide opportunities for parents to request records and teacher and/or paraprofessional requirements. In addition, the Charter School will disseminate school-wide information through



multiple means (i.e., onsite postings, mail, email, phone calls, the school website and social media).

The Charter School will establish a written complaint procedure to be available to all parents and will provide all stakeholders with the opportunity to make suggestions, as well as voice dissenting views through formal means. Parents are also encouraged to address their questions and concerns informally with staff prior to any formal complaint process.

To inform parents of their individual student's progress, the Charter School will regularly report academic and non-academic (e.g., behavior, attendance) progress to parents through regular grading periods, reporting test score results and parent conferences. Parents will also have online access to their child's attendance and academic progress through an online SIS to be used by the Charter School. Teachers will regularly communicate with families both individually, as needed, and more broadly through means such as a class newsletter. All Charter School staff will be issued email addresses to allow for ongoing parent-teacher school communication.

Additional opportunities for parent and family involvement, with a focus on supporting their child's academic progress, can be found in Element 1 of this Petition. Elements 1-3 outline how parents are kept informed of their child's academic progress throughout the year.

English Learner Advisory Committee

Given the Charter School's target population, an ELAC may be established. The ELAC will meet regularly. Anyone in the SCS community can attend the meetings, but only ELAC members can vote. Parents or guardians of English learners will make up the same percentage (or more) of the ELAC membership as their children are represented in the student body. Parents and guardians of English learners will elect the parent members of ELAC. The ELAC monitors and supports the progress of English Learners at the Charter School. The Charter School has an intentional focus on providing quality programming for English Learners. The ELAC will monitor student outcomes and enrollment. The ELAC will be responsible for making recommendations to the Charter School as to how to strengthen the English Learner program and ensure English Learners are making progress toward reaching English proficiency.



ELEMENT 5. EMPLOYEE QUALIFICATIONS

Governing Law: *The qualifications to be met by individuals to be employed by the charter school.*

- Education Code Section 47605(c)(5)(E).

SCS shall recruit professional and qualified staff who are dedicated to providing all children with an excellent educational program. All staff members are and will continue to be committed to the mission and vision of the Charter School and will work diligently to ensure each is achieved. All staff members will be actively involved in the planning, performance, administration, and evaluation of the instructional program and the operation of SCS.

Equal Opportunity Employer


The Charter School will be an equal opportunity employer shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). The Charter School will adhere to applicable California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony, a sex offense, or a controlled substance offense. Prior to employment, all employees must furnish or be able to provide:

- Risk assessment or examination for tuberculosis (“TB”)
- Live Scan Fingerprinting for a criminal record check.
- Applicants, and regular volunteers with student contact (whether in person or virtual contact) will be required to provide a full disclosure statement regarding prior criminal record. Prior to the first day of service for every employee and regular volunteer, SCS will process all background checks through the Department of Justice and ensure appropriate clearance.
- Documents establishing legal status to work in the United States will; be obtained and verified for all employees.

General job descriptions will be developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

Superintendent Qualifications


The Superintendent at the Charter School will possess a comprehensive educational vision that is consistent with the mission and vision of the Charter School, skill in hiring and supervising



excellent teachers and staff, a familiarity with the target student population, experience in operating excellent schools and management experience.

In addition to the qualifications described above for all staff, the Charter School will have the following, additional qualifications for administrators:

- Proven leadership skills and experience supervising and evaluating the performance of assigned staff
- Knowledge of exemplary teaching and the ability to distinguish among various teaching abilities and experience
- Exceptional availability to manage people and complex projects
- Outstanding communication and interpersonal skills
- Strong strategic thinking and problem-solving capabilities
- Bachelor's Degree
- Preferred Master's degree, Ed.D or PhD in education or related field
- Administrative Services Credential
- Three or more years of teaching experience is preferred.
- Four or more years of management or supervisory experience, preferably in an education or related field.
- A track record of outstanding success as a senior leader in an urban school setting.
- Experience as a principal and teacher in an urban district is preferred.
- Demonstrated commitment to improving urban schools and driving education reform.
- A deeply held belief that all children can learn and achieve at high levels regardless of race, ethnicity, or socio-economic background.
- Strong alignment with SCS's mission
- Sense of awareness and ownership of action.
- Strategic thinker with proven ability to execute effectively against strategy.
- Experience with building for scale, developing and/or implementing new systems.
- Experience in managing and coaching others in varied instructional and operational strategies.
- Demonstrated qualities of leadership, ability to speak and write effectively, broad knowledge and skill in curriculum development and educational planning with emphasis at the secondary level.
- Experience managing teams across the functional areas, and across sites, to develop and implement systems and processes to increase the effectiveness and efficiency of a complex organization.

- 
- Demonstrated ability to hire quality employees, motivate, and lead teams, and work effectively as part of a team.
 - Knowledgeable of best practices in the field and able to skillfully disseminate those practices to stakeholders.
 - Strong project management skills and ability to solve complex problems.
 - Significant experience using data to drive academic achievement.
 - Thrives in an entrepreneurial, fast-paced work environment; innovative thinker.
 - Ability to use technology for communication and analysis including Microsoft Word, Excel, and PowerPoint, Google Mail and Google Calendars

Principal

The Principal of Sunshine Charter School (SCS) will be selected through a rigorous application and interview process. Selection will be based on demonstrated experience in educational leadership, a strong vision for serving diverse, multilingual, low-income, and/or newcomer student populations, and a proven ability to design, implement, and sustain high-quality instructional programs. The ideal candidate will also demonstrate entrepreneurial drive, commitment to educational equity, and a passion for innovative school reform aligned with SCS's mission.

The Principal will serve as the instructional, operational, and cultural leader of the school and will be responsible for ensuring that SCS fulfills its charter commitments and achieves its academic, operational, and organizational goals. Responsibilities include managing day-to-day school operations, supervising instructional and non-instructional staff, implementing the dual-program instructional model, ensuring compliance with state and federal requirements, and maintaining strong partnerships with the Board of Directors, District representatives, families, students, and the broader community.

Required Knowledge, Skills, and Abilities

The Principal's professional qualifications should include, but are not limited to, the following:

Education & Credentialing

- Bachelor's degree required
- Teaching Credential and/or Administrative Services Credential desired
- Master's degree in education or educational leadership preferred

Bilingual Proficiency (Highly Preferred)

- Bilingual proficiency in Farsi-Dari or Pashto is highly preferred, including the ability to communicate effectively with families, support language programs, and uphold the school's multilingual mission.



Leadership & Management

- Proven leadership experience with a record of success in supervising, coaching, and evaluating staff
- Demonstrated ability to lead diverse teams and manage complex projects effectively
- Strong strategic planning, organizational, and problem-solving skills
- Ability to exercise sound judgment, tact, and professionalism in high-stakes or emergency situations
- Commitment to promoting a positive, inclusive, and culturally responsive school climate

Instructional Expertise

- Deep understanding of exemplary teaching practices and the ability to distinguish effectively among poor, developing, proficient, and outstanding instruction
- Knowledge of curriculum development, instructional materials, and assessment practices appropriate for elementary and middle school programs
- Experience supporting English Learners, Dual Language Immersion programs, and/or multilingual learning environments highly preferred
- Familiarity with effective student discipline practices, restorative approaches, and behavioral intervention supports

Community & Communication

- Exceptional oral and written communication skills
- Ability to build strong relationships with students, families, school staff, community partners, and District officials
- Ability to represent the school professionally in all settings, including Board meetings, community events, and regulatory reviews


Regulatory & Compliance Knowledge

- Knowledge of California laws, regulations, and policies governing public charter schools
- Ability to ensure compliance with operational, instructional, safety, and fiscal requirements
- Experience managing school operations, including attendance, reporting, safety protocols, and staff supervision

Highly Desired Qualifications:

- Master's degree in education, Educational Leadership, or related field
- California Administrative Services Credential
- Experience leading dual language immersion or multilingual programs



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- Experience working with Afghan, Middle Eastern, refugee, or newcomer student populations
 - Bilingual ability in **Farsi–Dari or Pashto**

Highly Desired Qualifications (Not Required)

- Master’s degree in education, Educational Leadership, or related field
- California Administrative Services Credential
- Experience leading dual language immersion or multilingual programs
- Experience working with Afghan, Middle Eastern, refugee, or newcomer student populations
- Bilingual ability in **Farsi–Dari or Pashto**

Director of Operations – Qualifications

(This position may not be filled in Year 1 depending on staffing and budget.)

The Director of Operations at Sunshine Charter School (SCS) will oversee non-instructional systems essential to the effective operation of the school, including facilities, compliance, school safety, transportation coordination, procurement, technology systems, and operational logistics. This position requires an individual who is highly organized, solutions-oriented, and able to work effectively in a fast-paced, start-up charter school environment.

Minimum Qualifications:

- **Bachelor’s degree in business administration**, Public Administration, Operations Management, Education Leadership, or a related field.
- **Experience working in complex organizational systems** such as schools, nonprofits, public agencies, or mission-driven organizations.
- **Demonstrated ability to plan, organize, and manage multiple projects** in a fast-paced and rapidly evolving environment.
- **Strong written and verbal communication skills**, with the ability to communicate clearly with staff, families, vendors, contractors, and external partners.
- **Ability to work independently**, take initiative, and make sound decisions with limited guidance.
- **Excellent organizational, time management, and multitasking skills.**
- **Comfort operating in ambiguity** and adapting to the dynamic nature of a new charter school.



Highly Desired Qualifications:

- **Experience in school operations**, charter school management, or oversight of operational systems in an educational setting.
- **Knowledge of compliance requirements**, including safety procedures, reporting, risk management, and state/federal school operations regulations.
- **Experience managing contracts**, vendors, or facilities-related projects.
- **Technical proficiency** with student information systems, communication platforms, scheduling systems, or school operations software.
- **Demonstrated success in leading operational initiatives** with measurable outcomes and impact.
- **Bilingual proficiency in English and Farsi–Dari or Pashto** preferred.

Vice Principal (this position may not exist in year one)

The Vice Principal at Sunshine Charter School (SCS) will support the principal in providing instructional leadership, operational oversight, and schoolwide culture development in alignment with the mission and vision of SCS. The Vice Principal will help ensure strong implementation of the school’s instructional programs including the Farsi-Dari & English Dual Language Immersion (DLI) Program and the Farsi–Dari and Pashto Multilingual Program and will play a critical role in supporting teachers, students, and families.

The Vice Principal will be selected through a rigorous application and interview process. The ideal candidate will demonstrate experience in instructional leadership, deep understanding of multilingual and newcomer student’s needs, strong staff coaching skills, and a commitment to equity, culturally responsive education, and academic excellence.


Qualifications, Knowledge, and Skills

Education & Credentialing (Required)

- Bachelor’s degree required
- Valid California Teaching Credential
- Administrative Services Credential (or eligibility to obtain) preferred
- Master’s degree in education, Educational Leadership, or related field preferred

Bilingual Language Proficiency



- 
- **Bilingual proficiency in Farsi-Dari or Pashto is required**, enabling effective communication with families and support of the school’s multilingual instructional programs.

Leadership & Instructional Expertise:

- Classroom teaching experience with evidence of strong instructional practice
- Experience coaching teachers, leading professional development, or supporting schoolwide instructional initiatives
- Ability to analyze academic data, support intervention planning, and assist in monitoring student progress
- Understanding of dual-language models, English Learner supports, and strategies for newcomer students
- Knowledge of trauma-informed practices, restorative discipline approaches, and positive school climate systems

Operational & Management Skills:

- Ability to support day-to-day school operations, including supervision of staff, scheduling, safety protocols, and attendance systems
- Strong organizational, time-management, and problem-solving skills
- Ability to assist the Principal in overseeing compliance with state and federal requirements, including English Learner mandates, assessments, and reporting

Communication & Community Engagement:

- Excellent verbal and written communication skills
- Ability to build strong relationships with students, families, community partners, and staff
- Ability to mediate conflicts, facilitate productive conversations, and model professionalism and cultural sensitivity
- Commitment to collaborative leadership and supporting a positive, inclusive school environment

Knowledge of Student Services:

- Understanding of Special Education processes and the ability to collaborate effectively with Education Specialists
- Familiarity with MTSS, SST processes, and targeted academic/behavioral interventions



Highly Desired:

- Experience working in charter schools, multilingual programs, or newcomer communities
- Knowledge of biliteracy development in Farsi–Dari or Pashto
- Experience supporting culturally and linguistically diverse families
- Prior experience as a grade-level lead, instructional coach, dean, or assistant principal

Instructional Aide (Bilingual Instructional Aide)

Instructional Aides (IAs) at Sunshine Charter School (SCS) play a vital role in supporting classroom instruction, reinforcing academic learning, and assisting in the implementation of the school’s Dual Language Immersion (DLI) and Multilingual Programs. Under the direct supervision of a credentialed teacher, Instructional Aides provide small-group and individualized academic support, facilitate language development in English and Farsi-Dari or Pashto, and help maintain a positive, engaging, and culturally responsive learning environment.

The selection of Instructional Aides will be based on experience, demonstrated capacity to support instructional goals, and commitment to SCS’s mission of serving multilingual, newcomer, and culturally diverse students.


Required Qualifications

- **High School Diploma or equivalent**
- **Completion of at least 48 college semester units**, *or* an **associate degree**, *or* successful passage of a district-approved **paraprofessional/Instructional Aide exam** (meeting ESSA requirements)
- **Bilingual proficiency in English and Farsi–Dari or Pashto** (required for Bilingual Instructional Aide positions)
- Ability to read, write, and communicate effectively in both English and the target language (Farsi–Dari or Pashto)
- Demonstrated ability to work effectively with children in TK-8 settings
- Ability to follow directions, work under the supervision of certificated staff, and implement instructional plans with fidelity
- Commitment to supporting a safe, positive, and inclusive learning environment

Preferred Qualifications (Highly Desired)

- Previous experience working with students in a school or educational program
- Experience supporting English Learners, newcomer students, or students with interrupted education
- Prior training or familiarity with one or more of the following:



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- Dual language or immersion instructional models
 - English Language Development (ELD) supports
 - Trauma-informed practices
 - Positive behavior support systems (PBIS or restorative approaches)
 - Coursework in education, child development, bilingual education, or related fields
 - Ability to support teachers with classroom routines, small-group instruction, and academic interventions
-

Knowledge, Skills, and Abilities

Instructional Aides should demonstrate:

- Strong interpersonal skills and the ability to establish supportive relationships with students
 - Cultural competency and sensitivity when working with diverse families
 - Ability to provide small-group and one-on-one instructional support under teacher supervision
 - Skill in supporting biliteracy development and oral language practice in both English and Farsi–Dari or Pashto
 - Ability to monitor student progress, maintain confidentiality, and communicate effectively with supervising teachers
 - Ability to use instructional materials, educational technology, and classroom tools to support instruction
-


Role Responsibilities

Under the supervision of certificated teachers, Instructional Aides may:

- Support implementation of lesson plans aligned to California State Standards
- Provide small-group and individualized academic support
- Assist with English Language Development (ELD) and dual-language literacy practice
- Reinforce teacher-led instruction in reading, writing, math, and other core subjects
- Support classroom routines, behavior expectations, and student engagement
- Assist with monitoring student progress and gathering formative assessment data
- Translate or interpret for families when appropriate and under school guidelines
- Help maintain a safe, organized, and culturally responsive classroom environment

Dean of Students – Qualifications

The Dean of Students at Sunshine Charter School (SCS) will support the Principal and Vice Principal by leading school-wide student culture, behavior systems, and social-emotional development. The Dean of Students will be selected based on demonstrated experience working with diverse, multilingual, and newcomer student populations, including Afghan refugee-



background students. The Dean of Students must demonstrate strong leadership, cultural responsiveness, and a commitment to restorative, student-centered discipline practices.

Minimum Qualifications

- **Bachelor's degree** in education, Counseling, Child Development, Social Work, Psychology, or a related field.
- **At least 3 years of experience** working with students in a school setting (TK–8 preferred).
- **Demonstrated experience** implementing positive behavior supports, restorative practices, or trauma-informed approaches.
- **Knowledge of** social-emotional learning (SEL), MTSS/PBIS frameworks, and best practices in student discipline.
- **Ability to work effectively** with multilingual learners, including English Learners and students with interrupted formal education.
- **Strong communication and interpersonal skills** with the ability to build relationships with students, families, and staff.
- **Ability to analyze student behavior data** and develop proactive systems to support school culture.
- **Commitment to SCS's mission**, including multilingual education, cultural identity development, and serving immigrant and refugee communities.


Highly Desired Qualifications

- **Master's degree** in education, Counseling, Educational Leadership, Social Work, or related field.
- **California Administrative Services Credential** (not required).
- **Experience in urban, diverse, or multilingual school environments**, including work with refugee and immigrant families.
- **Training or certification** in restorative justice, trauma-informed care, PBIS, MTSS, or crisis intervention models.
- **Experience coordinating attendance, discipline systems, behavior intervention plans, or family engagement programs.**
- **Bilingual proficiency in English and Farsi-Dari or Pashto**, strongly preferred.
- Experience collaborating with family liaisons, counselors, and community agencies.

Director of Special Education – Qualifications

(This position may not be filled in Year One depending on enrollment and operational needs.)

The Director of Special Education at Sunshine Charter School (SCS) is responsible for overseeing all aspects of the school's special education program, ensuring compliance with federal and state laws, managing service providers, supervising special education



staff, and supporting teachers in meeting the needs of students with disabilities. This individual must demonstrate strong leadership, deep knowledge of special education systems, and a commitment to inclusive, high-quality services for all learners.

Minimum Qualifications:


- **Bachelor’s degree** from an accredited college or university.
- **Valid California CTC credential, certificate, or permit** appropriate for the special education administrative or instructional assignment (e.g., Education Specialist Credential, PPS Credential, or Administrative Services Credential).
- **Demonstrated leadership experience**, including supervision and evaluation of assigned staff.
- **Thorough knowledge of special education instructional practices**, with the ability to distinguish poor, adequate, and exemplary teaching.
- **Strong understanding of federal and state Special Education laws**, including IDEA, Section 504, and California Education Code requirements, and the ability to apply them with sound judgment.
- **Experience managing complex projects**, multiple service providers, and compliance documentation (IEPs, assessments, progress monitoring, etc.).
- **Outstanding written and verbal communication skills**, with the ability to collaborate effectively with teachers, families, service providers, advocates, and district personnel.
- **Strong strategic thinking and problem-solving abilities**, especially in fast-paced, dynamic environments.
- **Exceptional organizational skills** and the ability to manage multiple responsibilities while meeting strict compliance deadlines.

Highly Desired (but not required)

- **Master’s degree in special education, Educational Leadership, or a related field.**
- **Administrative Services Credential** (Clear or Preliminary).
- **Prior experience as a Special Education Director, Coordinator, Program Specialist, or School Administrator.**
- **Experience working in charter schools or diverse multilingual communities.**
- **Bilingual proficiency in English and Farsi–Dari or Pashto.**

Curriculum Director – Qualifications:

The Curriculum Director at Sunshine Charter School (SCS) will lead the design, alignment, implementation, and continuous improvement of the school’s instructional program. This individual will ensure that all curriculum, assessments, and instructional practices align with California State Standards, Sunshine Charter School’s Dual Language Immersion and Multilingual models, and the Highly Effective Teaching (HET)



framework. The Curriculum Director plays a key role in supporting instructional quality, teacher development, and academic excellence across grade levels.

Minimum Qualifications:


- **Bachelor’s degree** from an accredited college or university.
- **Valid California Teaching Credential** (Multiple Subject, Single Subject, or Education Specialist).
- **Minimum of 3-5 years of successful classroom teaching experience**, preferably in a multilingual, urban, or culturally diverse school setting.
- **Demonstrated expertise in curriculum design, instructional strategies, assessment development, and data-driven decision-making.**
- **Deep knowledge of California State Standards**, including ELA/ELD Framework, Mathematics Framework, and content- area standards for TK–8.
- **Experience with dual language immersion or heritage language programs**, including language allocation, bilingual curriculum mapping, and biliteracy development.
- **Ability to lead professional development**, coach teachers, and model effective instructional practices.
- **Strong analytical skills** with the ability to interpret student performance data to inform instruction.
- **Excellent communication and interpersonal skills**, with the ability to collaborate with teachers, administrators, families, and external partners.
- **Strong organizational and project-management skills**, with the ability to manage multiple initiatives simultaneously.

Highly Desired:

- Master’s degree in education, Curriculum & Instruction, or Educational Leadership.
- Administrative Services Credential (Clear or Preliminary).
- Experience implementing dual language immersion, multilingual programs, or English Learner instructional models.
- Training or certification in the Highly Effective Teaching (HET) model.
- Experience working in a charter school environment.
- Bilingual proficiency in English and Farsi–Dari or Pashto.

Teachers

Pursuant to Education Code Section 47605(l)(1), teachers in the Charter School shall be required to hold the CTC certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. The Board may use local assignment options



authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Teachers assigned to teach TK shall be qualified in compliance with Education Code Section 48000(g)(4).

Teachers are recommended by the principal and hired by the Superintendent. Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment.

Accordingly, a teacher must meet the following qualifications:

- Bachelor's degree
- The CTC certificate, permit, or other document required for their certificated assignment
- Demonstrated core academic subject matter competence
- Demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice
- All core subject teachers will hold a CLAD or BCLAD credential or a California Department of Education equivalent certified to serve English Learners.
- Examples of a relentless drive and commitment to eliminate the disparity of educational quality that exists
- Belief in and alignment with the Charter School's mission and vision
- *Highly Desired (but not required):*
 - Understanding and experience working with the nuances of Sunshine charter school environments and school culture

For **elementary grades (TK-5th)**, SCS will employ experienced teachers holding a valid **California Multiple Subject Credential**, and for **middle school grades (6-8)**, teachers will hold appropriate **Single Subject Credentials** in their content areas. All teachers will hold the CTC certificate, permit, or other document required for the teacher's certificated assignment the necessary **English Learner** authorizations.

Multilingual Program Teacher Qualifications

For the **Multilingual Program**, in addition to the teacher qualifications listed above, teachers must meet the following qualifications:

- Hold a current **English Learner Authorization**

- Demonstrate proven experience in **differentiated instruction, academic language development, and integrated ELD strategies**
- Exhibit strong **cross-cultural communication skills** and an understanding of the linguistic and academic needs of multilingual learners
- Have completed training or coursework in **Sheltered Instruction Observation Protocol** or equivalent instructional methodologies for language learners
- Display cultural competency and a commitment to fostering inclusive, multilingual, and affirming classroom environments

In addition, **language enrichment courses in Farsi-Dari and Pashto** will be taught by **native-speaking instructors** with verified language proficiency and experience in language instruction. These teachers shall hold the CTC certificate, permit, or other document required for the teacher's certificated assignment or may be employed under **Education Code Section 47605(I)**, provided they:


- Demonstrate high-level oral and written proficiency in **Farsi-Dari or Pashto**
- Have relevant experience in **second-language instruction or cultural studies**
- Receive ongoing supervision and training from the **Teacher Development Coordinator** to ensure alignment with SCS's instructional standards and goals

Recruitment Pathway for Internationally Trained Bilingual Educators

Sacramento is home to thousands of Afghan families who have resettled in the region over the past two decades. Within this community are many **experienced and highly educated individuals** who are fluent or near-native English speakers, hold **bachelor's or master's degrees**, and possess **teaching credentials from abroad**. During its early recruitment efforts, **Sunshine Charter School** identified a promising pool of these educators who are eager to continue their teaching careers in California.

Many of these prospective teachers:

- Are **native speakers of Farsi-Dari or Pashto**
- **Hold at least bachelor's degrees** evaluated for U.S. equivalency
- Have **years of successful K-12 teaching experience** abroad
- **Hold valid teaching credentials** from Afghanistan or comparable international education systems
- Are **strong candidates for California credentialing** through the **intern credential pathway**



SCS will support and guide these educators in earning the CTC certificate, permit, or other document required for the teacher’s certificated assignment and, when eligible, recruit them as **intern teachers** through partnerships with reputable institutions such as:

- **Alliant International University**
- **National University**
- **California State University, Sacramento (“CSUS”)**
- Other regionally accredited universities offering **CTC-approved credential programs**

This pathway not only fills the local need for qualified bilingual educators but also reflects Sunshine Charter School’s commitment to **empowering the Sacramento Afghan and Central Asian community** by transforming their existing talent into a sustainable pipeline of credentialed, multilingual teachers.

These partner universities offer **intern credential pathways** that allow qualified teachers to begin classroom teaching after completing approximately **eight weeks of preservice coursework**.


Once eligibility requirements are met, **Sunshine Charter School** will:

- **Assist candidates** with credential program enrollment and application processes
- **Sign Memoranda of Understanding (“MOU”)** with partner universities to authorize intern placements at SCS
- **Hire intern-eligible teachers** to begin classroom work under direct supervision while completing their credentialing program

Intern Eligibility Requirements

To qualify as an intern teacher, candidates must meet all **CTC** eligibility standards, including:

- Possession of a recognized **Bachelor’s degree**
- Completion of **preservice coursework** (typically 8 weeks)
- **Background clearance** (Live Scan and TB test)
- A **Certificate of Clearance** from the CTC
- Demonstrated **basic skills and subject matter competency** (CBEST/CSET or equivalent coursework)



Most credential programs are completed within **14-16 months**. During this period, SCS intern teachers will receive:

- Ongoing guidance from **university-assigned field supervisors**
- Daily instructional support and coaching from an on-site **Teacher Development Coordinator**
- Access to targeted **professional development sessions** aligned with both credentialing program requirements and classroom practice

Intern Oversight and On-Site Coaching

To support intern teachers and ensure instructional quality, SCS will hire a **Teacher Development Coordinator** (or equivalent role) who will:

- Oversee the progress and classroom performance of all intern and new teachers
- Provide regular **classroom observations, feedback, and coaching**
- Liaise with partner universities to ensure **program compliance**
- Coordinate **professional learning** aligned with the CharterSchool's immersion model, curriculum, and student needs

This position will play a vital role in building teaching capacity and ensuring that all students receive **high-quality, standards-aligned, multilingual instruction** in every classroom.

Use of Bilingual Instructional Aides

While every classroom will be led by a credentialed teacher, SCS may assign **bilingual instructional aides** to provide additional support particularly in classrooms with high numbers of newcomer English Learners. These aides will:

- Assist with **small-group instruction and differentiated language support**
- Reinforce **academic vocabulary**, content comprehension, and language acquisition strategies
- Facilitate **family school communication** and promote cultural understanding

Instructional aides will be strategically assigned based on **student data**, language needs, and classroom composition [55].



Staff Selection and Hiring Protocol

To recruit and attract well-qualified teachers, SCS will advertise positions on websites such as EdJoin, as well as local newspapers and other publications.

To ensure selection of the highest quality staff, the following staff selection process is a draft of what the Charter School plans to implement:

- Posting of job openings (online/EdJoin, through referrals, and e-mail)
- Use of teacher recruitment programs and career fairs
- Request of a resume, cover letter, and short essay responses
- Credential verification
- Phone interview
- Sample teaching lesson followed by debrief with an administrator(s)
- Extensive interview with multiple members of the Charter School's existing staff and community
- Verification of previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
- The Charter School will make an offer of employment to the strongest candidates
- All staffing decisions will be made by the Superintendent or their designee

All teaching applicants submit copies of their credentials or their transcripts as part of their application. All college and/or university transcripts are also required to be submitted by all applicants and kept on file for review.





ELEMENT 6. HEALTH AND SAFETY PROCEDURES

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605(c)(5)(F)

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed regularly by the Superintendent and SCS Board. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Superintendent of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Superintendent. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.



Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of





incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- (1) A description of type 2 diabetes.
- (2) A description of the risk factors and warning signs associated with type 2 diabetes.
- (3) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- (4) A description of treatments and prevention methods of type 2 diabetes.
- (5) A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking


The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked,



unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act


The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8 pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly




frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school and student safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

- (i) child abuse reporting procedures
- (ii) routine and emergency disaster procedures
- (iii) policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- (iv) procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- (v) a discrimination and harassment policy consistent with Education Code Section 200
- (vi) provisions of any school wide dress code that prohibits students from wearing "gang-related" apparel, if applicable
- (vii) procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- (viii) a safe and orderly environment conducive to learning
- (ix) the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- (x) procedures for conducting tactical responses to criminal incidents
- (xi) procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- (xii) procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- (xiii) procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- (xiv) procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement at the school site

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- (xv) a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and fire response personnel. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities, in compliance with ADA requirements. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Superintendent and, if there is merit to the concern, the Superintendent shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.



Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyber bullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.





Safety Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.





ELEMENT 7. STUDENT POPULATION BALANCE

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).*

Anticipated Student Population at Sunshine Charter School

Through various efforts, the Charter School will strive to recruit and enroll a student population with a balance of racial and ethnic students, special education students, and English Learner students, including redesignated ELs, that reflects the general population residing in the territorial jurisdiction of the District.


Our program emphasis will bring a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking a unique educational experience. This mindset will assist us in our overall recruiting efforts. Charter School is committed to designing measurable approaches to underscore our dedication to establish a diverse student body.

To recruit such a student population, the Charter School will annually examine the general population of the District and compare it to the Charter School's enrollment. Following this comparison, under- and overrepresented student Sub Groups will be noted, and recruitment efforts will be adjusted to address any imbalances observed. For example, if a certain group of students is identified as underrepresented at the Charter School, recruitment efforts will be adjusted to increase outreach to that Sub Group with the desired result being increased applications and eventually increased enrollment of that Sub Group at the Charter School.

Recruitment Plan

Recruitment efforts are focused on accessibility and outreach, both of which are discussed below. The intended impact of these efforts is to ensure a diverse student body, including enrollment of the Charter School's target student population.

The Charter School will employ staff focused on outreach and enrollment, including staff who are bilingual or multilingual and speak the home language, or languages, of the population they will be conducting outreach with.



In regard to accessibility, the Charter School will ensure enrollment is available to all prospective students. This includes the Sub Groups, as identified by the Charter School, where an increase in enrollment is desired in order to achieve the student population balance described above. The Charter School will also publish an enrollment policy annually and make it accessible on its website.


Families are encouraged to tour the Charter School, as schedules permit, and as the facility becomes accessible prior to opening for the initial school year of the charter term. Additionally, the Charter School will host information sessions for prospective families and orientations prior to school starting for all students. Orientations provide students with a clear outline of the Charter School's goals, expectations and structures, and ensure students are clear on how to succeed starting the first day of school. Parents attend these sessions with their child to ensure a smooth transition and clear expectations for all.

The planned practices are especially effective at attracting socioeconomically disadvantaged students. The Charter School has observed, via other charter schools, that removing obstacles and making the enrollment process more accessible has greatly assisted families in applying.

On its recruitment materials the Charter School will include information about its program as well as explicit language that the Charter School is open to all students, including those with disabilities and English Learners. Outreach materials may also include informative videos about the Charter School and instructional videos on how to apply. Charter School staff will be available to assist individuals with diverse disabilities to apply in person, over the phone, or in another manner as needed. In addition, informational sessions will be hosted virtually and in-person in ADA accessible spaces. The Charter School will collaborate with organizations and schools that support families with children with disabilities to increase awareness and ensure a smooth transition between schools.

The Charter School will establish strong, collaborative partnerships with local community-based organizations that support immigrant and refugee families, particularly those who speak languages other than English. These partnerships will play a vital role in student recruitment, family engagement, and ensuring that the school remains culturally and linguistically responsive to the needs of its target population. Among the organizations the Charter School will work closely with are the Afghan American Association, Afghan Hope Organization, Almisbah Organization, REDA Organization, **Opening Doors, International Rescue Committee (IRC), World Relief Sacramento**, and other community-based organizations that have a strong presence within the Afghan and broader refugee communities in Sacramento.

These organizations will support outreach by helping to distribute multilingual informational materials, referring interested families, and providing culturally sensitive spaces for hosting informational sessions, enrollment workshops, and community roundtables. The Charter School will also collaborate with these partners to identify and train community ambassadors trusted individuals who can help bridge language and cultural gaps, assist in enrollment, and foster trust between families and the school.



Recruitment efforts will also include active participation in **community events**, both near the proposed school location and in neighborhoods with large populations of Afghan, refugee, and immigrant families. These events provide key opportunities to build visibility and relationships within the community. Some examples of planned recruitment events include:

- **Eid al-Fitr and Eid al-Adha Celebrations** hosted by local mosques and cultural centers
- **Afghan Independence Day (August 19) Cultural Festival**
- **Nowruz (Persian New Year) Gatherings** in partnership with Afghan and Persian cultural associations
- **Yalda Night Celebration** held annually in December
- **Weekly Friday gatherings (Jumu'ah prayer)** at prominent Afghan-majority mosques in Sacramento
- **Parent engagement booths at refugee service centers and ethnic markets** near the 95821 zip code
- **Back-to-School Fairs, immigrant health fairs, and resource festivals** organized by nonprofits or local school districts

Through this multi-pronged approach leveraging trusted community partnerships and consistently participating in culturally relevant events the Charter School aims to ensure inclusive, informed, and equitable access to enrollment for families from all backgrounds, especially those traditionally underserved in public education.

The Charter School intends to expand its outreach and participation in community events to ensure board awareness of the Charter School and the opportunity to enroll. This includes outreach to local preschool centers and SETA locations to increase awareness of the Charter School and support families through the enrollment process.

The Charter School has divided the admission and enrollment process into two steps to allow all families the opportunity to enroll.

Step 1

The first step consists of a random public drawing (lottery) application. This lottery application will be available online and in paper form as needed, and will be provided in multiple languages. The lottery application requires no supporting documentation, thus allowing any interested student or family to fill one out wherever they may be, such as at an enrollment fair, a community event or any other activity where the Charter School may be recruiting students. Completing this form during the open enrollment period ensures a student will have a place in the admission lottery based on the admission preferences, which are located on the application, in the enrollment policy, and listed in Element 8 of this Petition.



Step 2

Once students are admitted, through a random public drawing if needed, families complete the second step of the admission process by completing an enrollment packet and submitting all required documentation. A checklist of required documentation is also provided to families and an initial list is provided in Element 8 below.

As a TK-8 charter school, Sunshine Charter School will focus the majority of recruitment efforts on grades TK and kindergarten, as well as the key entry grades for upper elementary and middle school (particularly grades 4, 5, 6, and 7).

To recruit TK and kindergarten students, Sunshine Charter School will conduct outreach to various early childhood programs and preschool providers that serve families in and around the Arden-Arcade area. These efforts will include practices such as:


- Providing printed and digital recruitment materials to **all licensed preschools and childcare centers within a 3-mile radius** of the school's proposed location at **2500 Marconi Avenue, Sacramento, CA 95821**.
- Sending **multilingual direct mailers** to households with children ages 3 to 6 in targeted zip codes, including **95821, 95825, 95815, and 95841**.
- Hosting **bilingual information sessions and school tours** at the school site and community centers, with interpretation services available in **Dari/Farsi, Pashto, and English**, as well as other languages based on community need.
- Partnering with **home daycare providers and family resource centers** such as the **Folsom Cordova Community Partnership** and **San Juan Unified School District Early Childhood Education Department** to share enrollment information.

In addition, Sunshine Charter School intends to be a convenient, high-quality public school option for families living in the surrounding communities of **Arden-Arcade, Carmichael, and North Highlands** areas with significant populations of **refugee, immigrant, and under-resourced families**. Many of these families lack access to high-performing schools or culturally responsive programming in their home languages. While TK and Kindergarten students may not yet have been assessed academically, the Charter School anticipates that many children entering these early grades will be behind in foundational skills, particularly if they have had limited access to preschool or were educated in refugee settings.

In addition to recruiting new students at typical entry points, Sunshine Charter School may have available spaces in other grades due to natural student attrition, enrollment expansion, or during the school's initial growth phase. As the Charter School builds out its TK-8 model over time, outreach efforts will be adapted to include:

- Hosting **enrollment open houses and virtual Q&A sessions**.
- Distributing school brochures and enrollment information at **community health clinics, local libraries, and ethnic grocery stores**.
- Providing **flyers in local mosques, churches, and community centers**.



- 
- Engaging local families through **peer-to-peer referrals**, especially by encouraging currently enrolled parents to share their experience and refer others.

All recruitment materials will be made available in **English, Dari/Farsi, Pashto**, and other home languages identified in the Charter School’s target community. This multilingual approach ensures that the Charter School’s educational model and inclusive mission are accessible and clearly communicated to all prospective families.

The Charter School will also distribute marketing materials to **local businesses**, such as Afghan restaurants, barbershops, and markets. Additionally, outreach will take place during **community events**, including **Nowruz celebrations, Eid festivals, Pashto Cultural Day**, and **refugee resource fairs**. Presentations and materials will also be shared at parent meetings, cultural organizations, and after-school tutoring centers.


Importantly, all materials will highlight that **Sunshine Charter School welcomes all students**, including students with disabilities. While submission of an IEP is not required at the time of enrollment, families will be encouraged to share any special education documentation so that the school can prepare appropriate services and ensure a successful transition and learning experience for the student.

To broaden awareness, Sunshine Charter School will leverage a wide variety of media and communication tools, including:

- A **dedicated enrollment page** on the Charter School’s website.
- Regular postings on **social media platforms** such as Facebook, Instagram, and WhatsApp community groups.
- **Paid advertisements** in community newspapers and on Afghan-language radio stations.
- **Digital ads and boosted posts** targeted by zip code and language group.
- Email and SMS outreach to families who express interest via the Charter School’s pre-registration form.

Sample Organizations and Outreach Locations

- Afghan American Association of California
- Afghan Hope Organization
- Al Misbah Organization
- REDA Organization
- **International Rescue Committee (IRC)**
- **Opening Doors, Inc.**
- **World Relief Sacramento**
- Fremont Park, Arden Park, and Howe Park

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- Weekly Jumu'ah gatherings at Masjid Al-Mustafa, Masjid Ar-Rahman, and Masjid Annur
 - Sacramento World Refugee Day
 - San Juan Unified Family Resource Centers
 - Afghan-owned markets and restaurants (Sana Market, King International Market, Asai Market, All Mart, Maiwand Market, **and other similar places**)

Through these targeted, inclusive, and culturally competent strategies, Sunshine Charter School aims to build a diverse and vibrant school community that reflects the multilingual and multicultural richness of Sacramento's families.

Recruitment of Academically Low-Achieving and Economically Disadvantaged Students

The Charter School is open to all students residing in California, but will continue to focus student recruitment in the District and in the neighborhoods surrounding the Charter School's intended location at 2500 Marconi Avenue. The Charter School's target student population is traditionally low-achieving and economically disadvantaged students, including those families who have recently immigrated to the United States from Afghanistan. There is a large population of students and families of Afghan origin within the District, particularly around the proposed location of the Charter School, as well as across the Sacramento region.

The Charter School will ensure its admission preferences do not prevent the Charter School from enrolling academically low-achieving and economically disadvantaged students, who are its target student population.



ELEMENT 8. ADMISSION POLICIES AND PROCEDURES

Governing Law: *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H)*

The Charter School shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School will admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to admission and enrollment. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, admission to the Charter School, except for existing students, shall be determined by public random drawing in accordance with the procedures and admission preferences specified below.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.



Homeless and Foster Youth

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, which notifies parents the Charter School is open to enroll and provide services for all students, and provide a standard contact number for access to additional information regarding enrollment. The Charter School shall comply with all applicable provisions of Education Code Sections 48850-48859.

Open Enrollment Period

The Charter School will have an annual open enrollment period for the upcoming school year. This time frame will generally start in the fall and conclude shortly after the start of the new calendar year. The exact dates of the open enrollment period will be published annually and SCS will strive to have an open enrollment window in alignment with, but more expansive than, the District's open enrollment period.

Documentation for Enrollment

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

- (1) Student enrollment form
- (2) Proof of Immunization
- (3) Home Language Survey
- (4) Completion of Emergency Medical Information Form
- (5) Proof of minimum age requirements
- (6) Release of records³¹

Charter School staff will assist all families with completing the above requirements. The Charter School will make every effort to ensure the enrollment process does not discourage or prevent any interested student from enrolling at the Charter School.

³¹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.





Public Random Drawing

Should the number of students who wish to attend the Charter School exceed the Charter School's capacity, a public random drawing ("lottery") will take place to determine admission to the Charter School per Education Code Section 47605(e)(2)(B). Preference will be given to students as listed in this section. Following the Charter School's first year of operation, existing students will be exempt from the public random drawing and will be guaranteed admission for the following year.

The Charter School intends to use a computer-generated lottery system. The lottery, if needed, will be held at the Charter School or at a location suitable for conducting such an event that is accessible to the public. All students will be drawn in the lottery if demand exceeds capacity, and a waiting list will be created once capacity is reached. The Charter School will contact the parents/guardians of students if they are admitted from the waiting list. All lottery procedures and admission preferences will be available at the Charter School to ensure all interested parties are informed of procedures. The Charter School will keep a file documenting the fair execution of lottery procedures.

Lottery Process Communication


The Charter School will designate an open enrollment period and only applications received during this timeframe will be considered for the primary lottery. Public notice will be posted in a public location regarding the date and time of the public drawing once the deadline has passed. The lottery will be conducted at a time at which a maximum number of families and interested parties can attend, however attendance is not required. On the application, parents/guardians have the opportunity to indicate any admission preference that applies to their child, as indicated below.

Fair Lottery Procedures

The Charter School will use a neutral proctor and/or a computer-generated lottery system to ensure the lottery procedures are fairly executed. In addition, families are not required to attend the lottery to be accepted.

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference





category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided below. All students will be drawn in the lottery and those drawn after all spaces are full will be placed on the waitlist in the order the names were drawn.

Admission Preferences

Students who currently attend the Charter School will automatically be granted admission for the next school year, and will be exempt from any lottery. This provision applies with the Charter School's second year of operation as there are no existing students leading up to the initial school year. Additionally, students who are currently attending the Charter School and are retained in the same grade level are also exempt from the lottery and will be automatically enrolled the next school year. Admission preference for new students is granted in the following order:

- (1) Siblings (defined as sharing at least one biological, foster, or adoptive parent) of students admitted to or attending the Charter School.
- (2) Children of Sunshine Charter School employees and Board members (this preference is limited to 10% of the total Charter School enrollment).
- (3) Students who reside within the boundaries of the San Juan Unified School District.
- (4) All other students residing within the State of California.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Waiting List


A waiting list will be developed from the new applications that do not receive admission each year and students on the waiting list are considered in the order they were drawn and placed on the waiting list, should a vacancy occur during the year. The Charter School will contact the parents/guardians of students who have been offered a spot off the waiting list and inform parents/guardians of the timeline by which they must respond. In no circumstance will a waitlist carry over to the following school year.

Admission and Program Placement Policy

Dual Language Immersion and Multilingual Program

Enrollment Overview

To ensure equitable access and uphold program integrity, SCS implements an admission and placement policy that distinguishes between the **Dual Language Immersion** and



Multilingual Program pathways. These placement procedures are designed to match students with the instructional program best suited to their current proficiency and learning needs while maintaining the long-term goals of bilingualism and biliteracy.

This approach mirrors the placement practices of other successful immersion schools such as **Yu Ming Charter School** in Oakland, California (Mandarin–English) which also require language proficiency for mid- to upper-grade entry to preserve academic rigor and program fidelity.

Dual Language Immersion Program Enrollment Policy

SCS welcomes all students to apply for the **Farsi-Dari and English Dual Language Immersion Program**.

- **Transitional Kindergarten and Kindergarten:**

All students, regardless of their language background or prior exposure, are eligible to enroll directly in the DLI program. These early grades are designed for beginners to develop bilingual and biliteracy foundations through immersion.

- **Grades 1-5:**

Students applying to enter the DLI program in grades 1 through 5 must complete a **Farsi-Dari language proficiency assessment** to determine appropriate placement.

- If the student **demonstrates sufficient proficiency**, they will be placed in the DLI program.
- If the student **does not meet the proficiency benchmark**, and the admission team determines that immediate DLI placement would not be in the best interest of the child’s academic success, the family will be encouraged to enroll in the **MLP** instead.
- The MLP ensures that students continue to receive structured bilingual instruction while gradually building the language proficiency needed to transition into DLI when ready.

This approach preserves both **equity of access** and **program quality**, ensuring every student is supported appropriately.

Multilingual Program Enrollment Policy

All students in **grades TK-8** are welcome to enroll in the **Multilingual Program**, regardless of prior language experience. Families may select their preferred **language enrichment track** either **Farsi-Dari** or **Pashto** based on family choice and student interest.



ELEMENT 9.

ANNUAL INDEPENDENT FINANCIAL AUDIT

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

- Education Code Section 47605(c)(5)(I)

An annual independent financial audit of the books and records of the Charter School, will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Charter School Board is responsible for contracting with an independent auditor. Charter School staff is responsible for overseeing the independent audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

SCS will forward a copy of the completed annual audit to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December each year. The Superintendent will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.


The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.



ELEMENT 10. SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures



specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

- (iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

- Education Code Section 47605(c)(5)(J)

Policy


The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians³²

³² The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if



are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice states that this policy and its procedures are available upon request at the Charter School's office and on the Charter School's website.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study agreement pursuant to Education Code Section 51747(c)(4).

applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.



Procedures

(A) Grounds for Suspension and Expulsion of Students


A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.


(B) Enumerated Offenses


(1) Discretionary Suspension or Expulsion Offenses. Students may be suspended or expelled when the Principal or designee determines the student:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Willfully used force or violence upon the person of another, except self-defense.
- (c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- (g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- (h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.



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- (k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - (l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - (m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - (n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - (o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
 - (p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
 - (q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
 - (r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

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- (s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- (t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- (1) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and



without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.


(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.


1) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

a) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

b) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.


2) Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

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- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
- 3) Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco




product in order to seek help through services or supports shall not be suspended solely for that disclosure.


- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section



212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
 - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
 - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.


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- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Hearing Officer or Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than



four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

(C) Suspension Procedure

Suspensions shall be initiated according to the following procedures:

(1) Conference

Suspension shall be preceded, if practicable, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.


At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

(2) Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

(3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian may be invited to a conference



to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

(4) Homework Assignments during Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

(D) Authority to Expel


Students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing.

A student may be expelled either by a neutral Hearing Officer or panel ("Administrative Panel") appointed by the Principal following a hearing before it. An Administrative Panel appointed by the Principal shall consist of at least three (3) members who do not know and do not have an instructional or supervisory relationship to the student. The Hearing Officer or Administrative Panel shall make the final determination regarding the expulsion of any student found to have committed an expellable offense, subject to review by the Board of Directors.

(E) Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Superintendent or designee shall either select a Hearing Officer or appoint an




Administrative Panel to hear and consider the Principal's recommendation for expulsion. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA)

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

- (1) The date and place of the expulsion hearing.
 - (2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
 - (3) A copy of the Charter School's disciplinary rules which relate to the alleged violation.
 - (4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
 - (5) An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
 - (6) An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
 - (7) An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
 - (8) An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- (F) Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Hearing Officer or Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- (1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
- (2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

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- (3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
 - (4) The Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 - (5) The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
 - (6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
 - (7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude Hearing Officer or Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
 - (8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
 - (9) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

(G) Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made.



(H) Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

(I) Expulsion Decision

The determination of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact and a written recommendation for expulsion, which will be reviewed by the Board of Directors as an appeal if requested by the parent/guardian within ten (10) calendar days of issuance of the notice of expulsion.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides on review/appeal not to expel, the student shall immediately be returned to their previous educational program.

(J) Written Notice to Expel

The Principal or designee, following the expulsion determination shall send written notice of the decision to expel, including the findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The parent/guardian shall have ten (10) calendar days to appeal by requesting review by the Board of Directors. If no appeal/review is requested, the expulsion becomes final on the eleventh (11th) day after notice was issued.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

(K) Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.





(L) Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

(N) Rehabilitation Plans

Students who are expelled from the Charter School may be given a rehabilitation plan upon expulsion as developed by the Principal at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

(O) Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student’s expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student’s expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student’s parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal’s or designee’s determination. The student’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission or admission to the Charter School.

(P) Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

(Q) Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

(1) Notification of the District (or SELPA)

The Charter School shall immediately notify the District (or SELPA) and coordinate the procedures in this policy with the District (or SELPA) of the discipline of any student with a disability or student that the Charter School or the District would be deemed to have knowledge that the student had a disability.





(2) **Services during Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

(3) **Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- (b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- (a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- (b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- (c) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School **may apply** the relevant



disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

(4) Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.


(5) Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student with a disability to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- (a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;



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- (b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
 - (c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

(6) Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

(7) Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- (1) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- (2) The parent/guardian has requested an evaluation of the child.
- (3) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.



ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.*

- Education Code Section 47605(c)(5)(K)

Sunshine Charter School recognizes that providing employees with secure and reliable retirement benefits is an essential component of supporting and retaining a well qualified and committed workforce. In accordance with state law and its status as a public charter school, SCS will participate in public retirement systems for all eligible employees and make appropriate arrangements for non-eligible employees.

Certificated Staff

All eligible certificated employees of Sunshine Charter School will be enrolled in the **California State Teachers' Retirement System ("STRS")**. SCS will make all employer contributions as required by STRS and will provide necessary payroll deductions from employees' salaries. The Charter School will work with its back-office services provider and/or a third-party STRS reporting agency to ensure timely and accurate reporting of retirement information to STRS.

Eligible certificated staff will receive all benefits provided under STRS, and service credit for employment at SCS will be transferable to and from other public schools or agencies participating in the STRS system. New certificated employees will be notified of STRS eligibility and enrollment procedures upon hire.

The Charter School acknowledges that participation in STRS requires compliance with contribution rates, retirement service credit tracking, and reporting obligations, and the Charter School is committed to maintaining full compliance with STRS regulations and timelines.

Classified (Non-Certificated) Staff

Eligible classified (non-certificated) employees will be enrolled in the **California Public Employees' Retirement System ("PERS")**. SCS will remit employer contributions as required and coordinate employee payroll deductions for PERS contributions.

SCS will also ensure proper enrollment, monitoring of service credit, and timely submission of reports to PERS. Employees who have previously participated in PERS will have their service credit continued, and their retirement benefits will be portable within the system, in accordance with PERS regulations. For those classified employees not eligible for PERS, SCS will enroll them in **Social Security and Medicare**, making required employer contributions and ensuring timely payroll deductions.





Alternative Retirement Options – 403(b)/457(b)

In addition to STRS and PERS, SCS reserves the right to establish one or more **alternative retirement savings options**, such as a **403(b)** or **457(b)** retirement plan, through an authorized vendor. These plans will allow employees to make voluntary pre-tax contributions to individual retirement accounts, with the goal of supplementing their public retirement benefits and supporting long-term financial security.

The availability of these plans, eligibility, and enrollment information will be provided to all staff as part of the onboarding process and during annual open enrollment periods.

Oversight and Responsibility

The **Superintendent** (or designee) of Sunshine Charter School will be responsible for ensuring compliance with all retirement system requirements, including:

- Proper classification of employee eligibility for STRS or PERS
- Enrollment of employees in the correct retirement system
- Timely and accurate payroll deductions and employer contributions
- Submission of all required reports and documentation to STRS and/or CalPERS
- Staff training and dissemination of information regarding retirement benefits

Sunshine Charter School may contract with a **back-office provider** or utilize third-party payroll and retirement service vendors to assist with administration, compliance, and reporting functions related to retirement systems.

Transition and Portability

To ensure seamless transitions for new hires, SCS will recognize prior eligible public service for purposes of retirement benefits, consistent with STRS and PERS policies on portability. Employees moving from other school districts or public agencies will be informed about options for service credit transfer and continuation.





ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

***Governing Law:** The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

- Education Code Section 47605(c)(5)(L)

Sunshine Charter School affirms that it will operate as a school of choice and no student may be required to attend SCS. Students who reside within the District who choose not to attend Sunshine Charter School may choose to attend school within the District according to the District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in SCS shall be informed on admission forms that students have no right to admission in a particular school of any local educational agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local educational agency.

Communication with Families Regarding Attendance Alternatives

Sunshine Charter School will clearly communicate to families, in writing, that enrollment in the Charter School is not mandatory and that students who do not wish to attend may choose other public schools as determined by their district of residence. This information will be provided:

- On the **student application form** and **enrollment documents**;
- During **parent information sessions**;
- Through the **school's website** and in outreach materials;
- In **multiple languages** as needed to ensure accessibility for all families in the target community.

The Charter School will also include a **disclaimer** on all admission and enrollment documentation stating that admission to the Charter School does **not provide automatic admission or preference to any specific district school** or program if a family later chooses to disenroll. Return to a district-operated school is governed entirely by the policies of the student's district of residence.





ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.*

- Education Code Section 47605(c)(5)(M)

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment in the Charter School that the District determines to be reasonable and not in conflict with any law.

Any other applicable rights upon leaving employment to work in the Charter School that are outlined in law.

Non-Transferability of Benefits

Employees transitioning from a district school to SCS **will not retain or transfer** any of the following:

- **Accrued sick leave or vacation time** from a previous district employer;
- **Years of service credit** or tenure eligibility accrued at a prior public school employer;
- **Retirement system service credit** unless otherwise recognized by the applicable retirement system (e.g., STRS or PERS).

However, all employees at SCS will be eligible to accrue and use paid leave, receive health benefits, and participate in retirement systems as defined by the Charter School's **employment policies and employee handbook**, consistent with California labor law and relevant STRS/PERS regulations.

Communication of Employee Rights

To ensure transparency, the Charter School will clearly communicate to prospective employees during the hiring process that:

- Charter School employment is distinct and separate from any public school district employment;
- There is no implied or guaranteed right of return to any district employment;
- It is the responsibility of the applicant or employee to address any leave or return rights with their previous employer directly.

This information will be included in **offer letters**, employment agreements (if applicable), and the **employee handbook**.



ELEMENT 14: DISPUTE RESOLUTION

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.*

- Education Code Section 47605(c)(5)(N)

Dispute Resolution Procedure

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.


The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

The Charter School firmly believes that nurturing its relationship with the District and ensuring ongoing cooperation, transparent dialogue and accountability will prevent disputes from occurring.

In the event of a dispute between the Charter School and the District, the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the San Juan Unified School District Superintendent and the Superintendent of the Charter School, or their respective designees. In the event that the District Board believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The District Superintendent and the Superintendent of the Charter School, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective Boards who shall jointly meet with the District Superintendent and the Superintendent of the Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and the Superintendent at the Charter School, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District Superintendent and the Superintendent of the Charter School, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute



statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Other Disputes

Should a dispute arise between the Charter School and an entity other than the District, the Charter School will resolve these disputes in alignment with its established policies for how these disputes are to be addressed and resolved.

Internal Disputes

The Charter School will establish an internal dispute resolution process (general complaint procedure) to be used for all internal disputes related to Charter School operations. Parents, students, Board members, volunteers, and staff at the Charter School will be provided with a copy of these policies and internal dispute resolution processes and such will be accessible via the Charter School's website. The District will promptly refer all disputes not related to a possible violation of the Petition or law to the Charter School.

Specific Complaint Procedures

The Charter School shall also adopt and maintain Uniform Complaint Policy and Procedure and Title IX policy and procedures, as required by state and federal law, respectively.



ELEMENT 15: CLOSURE PROCEDURES

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*

- Education Code Section 47605(c)(5)(O)

Closure Procedures


Closure of the Charter School will be documented by official action of the Sunshine Charter School Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The SCS Board shall designate an official contact for purposes of implementing the closure protocol set forth in the Petition and its plan for maintaining and transferring student records, and payment of debts and liabilities and distribution of remaining assets.

The Charter School will promptly notify parents and students of the Charter School, the District, the Sacramento County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, as well as transcripts for high school students, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon the Charter School's closure. If the District will not or cannot store the records, the Charter School shall work with the Sacramento County Office of Education to determine a suitable alternative location for storage.



All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be redistributed to another public school that satisfies the requirements of paragraphs (a) through (e) of sections III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon the Charter School’s closure to the District. The distribution shall include the return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required final expenditure reports and final performance reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.



MISCELLANEOUS CHARTER PROVISIONS

Budget

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. -Education Code Section 47605(h).*

Sunshine Charter School has included the required financial statements to demonstrate the fiscal soundness and sustainability of the proposed school. These financial documents include:

- A projected **first-year operational budget**, which accounts for all expected expenditures, startup costs, and anticipated revenues.
- **Cashflow and financial projections** for the **first three years** of operation, as required by Education Code Section 47605(h).
- **Extended financial projections for five years**, which align with the proposed term of the charter, providing a comprehensive view of long-term fiscal planning.

These documents are included in the Appendix and are based on the most current financial and funding assumptions available from the California Department of Education, including LCFF base and supplemental/concentration grants, federal revenue, special education funding, and projected local revenues. The assumptions also include facilities costs, staffing expenses, employee benefits, instructional materials, technology, student services, professional development, and insurance.


The Charter School's multi-year budget model has been designed to reflect the costs associated with operating a high-quality TK–8 public charter school serving an underserved and linguistically diverse student population. The financial plan accounts for gradual enrollment growth over time and reflects the school's strategic hiring and instructional model, including bilingual staffing, enrichment programming, and support services.

Budget Overview

Sunshine Charter School projects total student enrollment to begin at **414 students in 2026-27**, increasing to **480 in 2027-28**, **546 in 2028-29**, **610 in 2029-30**, and reaching **652 students by 2030–31**. This gradual growth model ensures sustainable operations, facility planning, and staffing while meeting the needs of the community and maintaining strong fiscal health. The budget includes contingency planning, conservative revenue assumptions, and appropriate reserve allocations to address any unforeseen financial challenges.

The Charter School anticipates receiving facilities support through California's SB740 Charter School Facility Grant Program, which reimburses eligible charter schools up to 75% of





their rent for qualified expenditures, further supporting the Charter School's financial viability in its early years.

All financial reports, including year-end actuals, interim reporting, and budget revisions, will be prepared in accordance with Generally Accepted Accounting Principles and the California School Accounting Manual, and submitted to the chartering authority and other applicable entities as required by law.

District Oversight Costs


In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School's revenue.

A benefit of the Charter School to the District is that SCS will enroll students who are otherwise not currently enrolled in public school. For example, families who are new arrivals, especially from Afghanistan, have expressed they are choosing to not enroll their child in District programs due to the language barriers faced by both parents and children and the stigma and frustration that accompanies those experiences. In addition, we have community awareness that families have sent their children abroad for an education due to the lack of public school options in the area that are accessible to students whose home language is Dari or Farsi. It is anticipated that the SCS will enroll many of these students. Newly enrolled students coming into the public school system will be a benefit to the District. Once these students enroll in the Charter School, the District will receive up to 1% of the public revenue generated by these students in the form of an oversight fee. This is an increase compared to the zero dollars currently received by the District for this set of students.

Reporting

The Charter School shall provide reports to the District and the County as follows in accordance with Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

- (1) By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.
- (2) By July 1, a local control and accountability plan and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- (3) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- (4) By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

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- (5) By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System, actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the District and the Charter School's selected insurer. The District Board shall be named as an additional insured on all policies of the Charter School. Evidence of the above insurance coverage will be on file at the Charter School will be provided to the District prior to the Charter School's first day of school.

Administrative Services

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

The Charter School plans to provide or procure most of the needed administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School may be interested in discussing the possibility of purchasing specific administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.



Facilities

Governing Law: *The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

The Charter School intends to locate within the boundaries of the District and has located a suitable site at 2500 Marconi Avenue, Sacramento CA, 95821. This is the previous location of a learning center for a charter school not affiliated with SCS. This location is ideally suited for the Charter School's targeted student population given the surrounding demographics and the campus' accessibility to public transportation. This facility provides ample space to support the academic, extracurricular, and community programs that SCS aims to offer. The building sits on a 2.2-acre plot of land and has a 35,000-square-foot building that can comfortably accommodate the projected student population. The facility also offers sufficient parking space, outdoor areas, and other features to enhance the learning environment.

Administrative use permit not needed

We have confirmed with Sacramento County that the zoning designation for 2500 Marconi Avenue is already approved for public/charter school use. The most significant advantage of this designation is that it does not require an Administrative Use Permit, which would have otherwise delayed the process by several months. This pre-existing zoning approval ensures a smoother and faster transition for Sunshine Charter School, allowing us to focus on preparing the facility for student learning without the lengthy permitting process.

Landlord Agreement

The lead petitioner for Sunshine Charter School has established a strong partnership with the landlord of 2500 Marconi Avenue, ensuring a stable and long-term facility for the Charter School. A lease agreement has already been signed between the landlord and the SCS Board, securing the facility for SCS once the petition is approved.

The lease terms include:


- Initial lease term of five (5) years, ensuring stability for SCS operations.
- Two optional extensions of five (5) years each, allowing for long-term planning and growth.

For lease details, please refer to the lease contract submitted with this petition.

- **Facility Features:**

- **Classroom and Administrative Spaces:** The building's 35,000-square-foot space allows for ample classrooms to support the initial enrollment projection of 414 students and anticipated growth over the coming years. In addition, the facility includes adequate administrative areas for SCS's operations.



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- **Playground and Outdoor Space:** The site includes sufficient outdoor space, which will serve as a playground for younger students and as an area for Physical Education activities and recess. This outdoor space is crucial for ensuring that students have opportunities for physical activity, fostering a well-rounded educational experience.
 - **Space for Food Service Facilities:** While the facility does not currently have food service facilities, there is sufficient space to carry out the necessary modifications to build them. Sunshine Charter School will ensure that the facility complies with all school building and health code requirements, providing appropriate facilities for food storage, preparation, and serving. The modifications will be planned to meet the nutritional needs of our students and comply with state and federal standards.
 - **Parking and Accessibility:** The facility includes ample parking spaces for staff and visitors, making it accessible for families. The convenient location at Marconi Avenue also ensures that it is easily reachable for the local community, particularly for those families who most need the programs offered by Sunshine Charter School.

Oversight


Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Potential Civil Liability Effects

Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

Sunshine Charter School is operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors or



omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including authorizer-requested protocol to ensure the District shall not be liable for the operation of Charter School.

Further, the Charter School and the District shall enter into an operational memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of Charter School under this Petition.

The corporate bylaws of Sunshine Charter School provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School has purchased general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Transportation

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

Charter Term

Pursuant to Education Code Section 47607(a)(1), the requested term of this initial charter shall be for a period of five years from July 1, 2026 through June 30, 2031.



CONCLUSION

The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a. Improve pupil learning.
- b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- c. Encourage the use of different and innovative teaching methods.
- d. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- f. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- g. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By approving this Petition for a five-year charter term, the San Juan Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the creation of charter schools. The Charter School looks forward to a strong partnership with the District, and, if required by the District, will further codify the implementation of this Petition through an operational memorandum of understanding.

The Charter School is honored for the opportunity to apply for a five-year charter term for July 1, 2026 through June 30, 2031, and for the opportunities that come with such a responsibility to serve families in Sacramento and to work with the District to provide the best possible educational opportunities for all students.

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