

Tustin International Charter School

塔斯町中英雙語國際學校

Cultivating Global Citizens

Submitted to the Tustin Unified School District

Board of Education

November 1st, 2023

INTRODUCTION

We, the undersigned educators, parents, community members, and concerned citizens of Tustin are writing to express our strong support and enthusiasm for the school board of Tustin Unified School District to consider opening a Mandarin immersion charter school within our district. Mandarin Chinese is the most widely spoken language in the world, and its importance in the global economy is growing. Learning Mandarin will give our students valuable job skills and open up new opportunities in the global marketplace. A Mandarin immersion charter school would not only teach the language but also immerse students in Chinese culture, history, and traditions. This cultural exposure will foster respect, appreciation, and understanding of diverse perspectives, promoting a more harmonious and inclusive community.

By attending a Mandarin immersion school, students will be able to develop a high level of language proficiency, to enhance cognitive flexibility, critical thinking, and problem-solving skills, which will help them succeed in an increasingly globalized world. Furthermore, students can achieve bilingualism, which is linked to improved cognitive development and academic performance.

The introduction of a Mandarin immersion charter school will attract families seeking a unique and enriching educational experience for their children. This influx of students can help increase enrollment and bolster the overall reputation of our school district. would be beneficial to the entire district.

The establishment of a Mandarin immersion charter school is an opportunity for our community to come together and build strong partnerships between parents, educators, local businesses, and organizations. The collaborative effort will further strengthen the support network for our student's educational journey.

The organizers of Tustin International Charter School (TICS) are respectful to submit this charter school petition to the Tustin Unified School District and to request that the charter petition be granted for a term running from July 1, 2024, through June 30, 2029.

TICS is pledged to contribute to the TUSD and to the city of Tustin as well as its neighboring communities by offering our students an engaging bilingual education that equips them with the knowledge, character, and 21st-century skills they will acquire to succeed in competitive colleges, careers, and our global society.

We recognize the intricacies involved in establishing a new charter school, encompassing meticulous planning, allocation of dedicated resources, and synergistic collaboration among diverse stakeholders. In light of this, we are resolute in our commitment to proactively engage in

this endeavor, extending our specialized knowledge, time, and unwavering support to actualize this vision. We hereby submit this petition, endorsed by a considerable number of parents and community members who resonate with our aspiration for a Mandarin immersion charter school. We earnestly implore the School Board to give our proposal its due diligence and consideration. We are confident that facilitating access to a premier Mandarin immersion program is not only an investment in our children's future but also a cornerstone for the continued prosperity of the Tustin community.

TICS believes that the Charter School makes essential contributions to the legislative intent of the Charter Schools Act, by providing an immersed, bilingual learning environment for students and broadening pupil learning to include an additional language (Education Code Section 47601(a)), using immersion language strategies which were not provided in the TUSD.

The Charter Schools Act of 1992 provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Section 47605(b)(5). These subsections of law and the required descriptions are included herein.

We respectfully request the opportunity to meet with the school board to discuss the potential steps, address any concerns, and explore the possibilities of establishing a Mandarin immersion charter school in Tustin. Together, we can shape the educational landscape for our children and create a vibrant, globally-minded generation.

Thank you for considering our petition and for your commitment to providing the best educational opportunities for our students. We eagerly await your positive response and look forward to working with you to bring this vital initiative to fruition.

Sincerely,

Tustin International Charter School Founding Families

Affirmations/Assurances

As the authorized lead petitioner, I, **Shuhan Wang**, hereby certify that the information submitted in this petition for renewal of a California public countywide benefit charter school named Tustin International Charter School (“the TICS” or the “Charter School”), submitted to the Tustin Unified School District Board of Education (“TUSD”), is true to the best of my knowledge and belief; I also certify that this initial 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 school, 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. California Education Code Section 47605.6(d)(1)]
- The Charter School shall be deemed the exclusive public-school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605.6(b)(5)(M)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. California Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School and who submit a timely application unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given an equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). 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 47605.6(e)(2)(C). [Ref. California Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate based on the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity,

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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2007, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- 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 a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. California Education Code Section 47605.6(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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall comply with all applicable laws regarding legally permissible pupil fees and charges, and the constitutional "free schools" guarantee. [Ref. California Constitution, Article IX, Section 5; California Education Code Sections 49010-49013]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs. [Ref. California Education Code Section 47605.6(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Section 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5, California Code of Regulations Section 11960]

Lead Petitioner’s Signature

Date

TABLE OF CONTENTS

Introduction.....	1
Affirmations and Declaration.....	2
Table of Contents.....	6
Executive Summary.....	7
Founding Group.....	10
Element A (1): Description of the Educational Program.....	17
Element B (2): Measurable Student Outcomes.....	94
Element C (3): Methods of Assessing Pupil Outcomes.....	113
Element D (4): Governance.....	126
Element E (5): Qualifications of School Employees.....	134
Element F (6): Health and Safety.....	144
Element G (7): Means of Achieve Racial and Ethnic Balance.....	151
Element H (8): Admission Requirements.....	154
Element I (9): Annual Independent Financial Audit.....	160
Element J (10): Suspension or Expulsion Procedures.....	161
Element K (11): Compensation and Benefits Programs.....	186
Element L (12): Public School Attendance Alternatives.....	187
Element M (13): Employee Return Rights.....	188
Element N (14): Dispute Resolution Procedures.....	189
Element O (15): School Closure Procedures.....	191
Required Supplemental Information.....	194
Miscellaneous Related Issues.....	200
Conclusion.....	200

Appendices

Curriculum Maps

Articles of Incorporation, Bylaws, Draft Conflict of Interest Code

Budget Documents

EXECUTIVE SUMMARY

Tustin International Charter School (TICS) is poised to be a distinguished public charter institution situated within the Tustin Unified School District, catering to students from Transitional Kindergarten up to the 5th grade. Our avant-garde educational paradigm seamlessly amalgamates Mandarin language immersion, comprehensive social-emotional learning, and a curriculum meticulously aligned with the California Common Core standards, all delivered through an inquiry-based pedagogical approach. This holistic framework is designed to equip our students with the acumen to thrive in a multicultural academic milieu.

Our innovative partial Mandarin immersion program, based on the 50-50 model, employs the Mandarin language as the primary medium for curriculum delivery. We are committed to the integration of cutting-edge technology in daily instruction, ensuring a balanced bilingual exposure in both English and Mandarin. Furthermore, our teaching methodologies are anchored in inquiry-based techniques, ensuring that students are not just passive recipients but active participants in the learning process. Adherence to the California common core standards remains paramount across all subjects.

Anticipating a launch in the fall of 2024, TICS has charted a strategic rollout plan. The inaugural academic year will witness the establishment of one Transitional Kindergarten, two sections each for kindergarten, 1st grade, and 2nd grade, followed by a single section for both 3rd and 4th grades.

VISION AND MISSION

Vision: We will create lifelong learners and engaged global citizens by offering a positive and robust learning environment for transitional kindergarten through 5th-grade students.

Mission: We will offer a bilingual and bi-literate education that promotes high academic achievement and cultivates students' emotional intelligence, empathy, and curiosity, equipping them with the essential skills to thrive in our dynamic global society.

PROGRAM HIGHLIGHTS

The TICS will create learning experiences that allow learners to develop their linguistic and cultural competence. Delivering inquiry-based instruction, our educators will ensure that students are engaged in meaningful, real-world learning experiences that prepare them to use the target language beyond the classroom as well as to increase our student's natural curiosity and explore their passions in order to achieve their full potential.

Our instructional methods and school composition will address the needs of the 21st century and our students will develop skills in critical thinking, problem-solving, creativity, communication, collaboration, civic responsibility, and cultural awareness.

Our TICS program is based on the following components:

- **Mandarin Immersion:** The Common Core State Standards will be delivered in Mandarin and English through a partial immersion model, starting with a 50:50 ratio of Mandarin to English instruction in the first three years. During our first year, beginning in 3rd grade, more English is gradually introduced, until a 10:90 ratio of Mandarin to English is reached and maintained in middle school. The goal is to develop academic competency and advanced proficiency in both English and Mandarin.
- **Inquiry-Based Learning Incorporating STEAM Framework:** Students will engage in collaborative, experiential, and interdisciplinary projects in Science, Technology, Engineering, Arts, and Mathematics to investigate and respond to “real-world” questions, problems, and challenges. These meaningful projects will integrate the STEAM disciplines into a single focus to create a unique solution.
- **Social-Emotional Learning:** In order to best prepare students to be citizens of a 21st century interconnected world, they will have to be proficient in academic skills and content, as well as the social-emotional skills of self-awareness, self-management, and self-direction. We will implement these social-emotional skills with the PBIS program and provide opportunities for practice throughout the school day.
- **Integrating Language, Content, and Culture:** Teachers use thematically organized units to design lessons that are culturally rich and cognitively engaging, creating a context in which learners use their language skills to learn more about the target culture(s) and the world they live in. Students build, reinforce, and expand their knowledge of other disciplines and the world while using the target language. Students interact frequently with authentic resources, exploring the products, practices, and perspectives of the target culture(s). They will have opportunities to communicate and interact appropriately with others who speak the target language through language exchange programs organized by the school. Student and parent volunteers will also participate in the annual Hollywood Christmas Parade to experience the culture.
- **Technology in the Classroom to Assist Differentiated Learning:** To increase learning opportunities for all pupils and offer a more personalized approach, we will use technology such as Google Classroom or Canvas on a daily basis on campus to offer differentiated learning activities to meet individual student needs through flexible grouping and blended learning.

Founding Group

The esteemed Founding Team of our institution is an eclectic assembly of experts spanning diverse domains, including education, school governance, legal affairs, psychological sciences, public health, technological innovation, strategic consulting, operational management, marketing, and financial stewardship. This distinguished collective is unified by a shared ethos and fervor for championing equitable opportunities, ensuring every child is adeptly equipped to navigate the complexities of the 21st-century global landscape. A significant majority of our team members are bilingual, enriching our institution with their multifaceted international experiences, it from their formative years, academic pursuits, professional engagements, or extended residencies in foreign territories. This confluence of backgrounds and expertise underscores our unwavering commitment to forging a Mandarin immersion public education system of unparalleled excellence.

The table below summarizes the expertise of the Founding/Advisory Team:

Founder/Advisor	Curriculum/ Instruction/ Assessment	Finance	Governance & Law	Consulting	Marketing/ Marketing Research	Psychology	Facilities	Child Advocacy/ Student Mentoring	School Administration	Student Services	Human Resources	Technology	Outreach
Christy Lao, PhD	X		X	X		X				X	X		X
Destiny Chiang	X			X	X			X					X
Ruby Costea, MS	X	X	X		X			X	X	X	X	X	X
Steven Chuang MS	X	X	X	X			X	X	X	X	X	X	X
Anko Hsiao	X		X	X				X	X	X	X		X
Su-Fen Chen, PhD		X	X						X				
Joe Liu, M Ed.	X		X	X	X	X	X	X	X	X	X		X
Vanessa Lai	X			X				X		X			
Tony Liao	X			X		X		X		X			
Timothy Jones, PhD	X	X	X		X				X	X	X	X	X
Delano Jones		X	X						X				
Josie Chu, MS	X			X	X	X	X	X	X	X	X		
Luyi Lien, PhD		X	X		X		X			X		X	X
Juping Lin	X				X			X		X			X
Kate Hsu	X		X	X	X	X	X	X	X	X	X	X	X
Celine Chang										X			X
James Lin	X			X				X	X	X	X		X

Tsun-Ju Lin, MS		X	X					X				
Shuhan Wang, PhD	X			X				X			X	X
Anthony Tsai, PhD	X			X	X	X		X			X	X

Dr. Shuhan Wang

Dr. Wang has held a variety of prominent positions in language education, including as former Deputy Director of the National Foreign Language Center (NFLC) at the University of Maryland and as Co-Principal Investigator of the STARTALK Project. She was the Executive Director for Chinese Language Initiatives at the Asia Society, Education Associate for World Languages and International Education for the State of Delaware, and President-Elect for the National Council for the State Supervisors For Languages and the National Association of Chinese Heritage Language Schools. She has been serving as an advisor to the Ministry of Education in Singapore on the Mother Tongue and Chinese Primary Curriculum Projects since 2012. Presently she is an advisor to the Confucius Institute U.S. Center and the Hunter College Chinese K-16 Language Flagship Pipeline Project, and co-editor of a series of CELIN Briefs published by the Asia Society.

Her experiences of teaching in K-12, heritage language schools, universities, and teacher preparation programs have deepened her understanding of a wide range of issues from establishing to sustaining effective language programs and staffing. Among the numerous schools, school districts, immersion programs, international schools, and state governments, Dr. Wang has collaborated with the Center for Applied Linguistics, North Carolina Online Mandarin Program, the Maryland Elementary World Language-STEM Curricular Modules and Elementary Language Teacher Development, the Sesame Workshop Mandarin Project, and the Delaware Chinese Dual Language Immersion Programs. She has co-authored several textbooks, including Flying with Chinese, a series of standards and performance-based learning systems for K-6 learners, and a high school textbook. In recent years, she has also led a group of experts to develop a culture history-based curriculum for K-12 learners for Ross Institute, New York. Her work has been published in books and peer-reviewed journals. She is also highly sought after as a speaker for workshops or conferences nationally and internationally. Dr. Wang received her BA in Foreign Languages and Literatures from National Taiwan University, an MA in Communication from Ohio State University, and a second MA in Bilingualism/TESOL from the University of Delaware. She received her PhD in Educational Linguistics from the University of Pennsylvania.

Ms. Ruby Costea

Ms. Costea is currently the Academic Dean for Paint Branch Elementary School in the Prince George’s County Public Schools system. Ms. Costea previously served as a World Language Specialist at the Maryland State Department of Education. She is on the National Council of State Supervisors for Languages. She served as a coordinator of McDaniel College’s master’s program in TESOL for ten years and an instructor of Chinese at Montgomery College since

2006. As a supervisor of elementary foreign language instructors at the Johns Hopkins University Center for Talented Youth, she developed Chinese curriculum for grade K-8 learners. Ms. Costea has the knowledge and skills to organize the program and support the instructional team to implement best practices, including the ACTFL World-Readiness Standards and STARTALK-endorsed principles.

Mr. Steven Chuang

Mr. Chuang was the founding principal of the first public charter school in Irvine, the Irvine International Academy opened in 2021. He served as the school principal at College Park Elementary School with the Mandarin immersion and GATE program in the San Mateo-Foster City School District from 2016 to 2020. Under his leadership, the school was awarded as a 2018 California Distinguished School and was awarded over \$180,000 from National Security Agency to operate the 2017 and 2018 STARTALK Student Program to improve their Mandarin proficiency. Mr. Chuang used to teach Mandarin at a prestigious public high school in the city of Philadelphia, Pennsylvania from 2001 to 2016.

Dr. Su-Fen Chen

Dr. Su-Fen Chen has two Ph.D. degrees from Fordham University in New York and the National Taipei University of Technology in Taiwan. She served as the Secretary of the Department of Education, Keelung City Government from 2015 to 2019. Under her term, she initiated the partnership between Google and many schools to develop the SMART technology to improve the STEM programs as well as built the partnership between many public schools in California. Now, she has been serving as the Executive Director of the National Museum of Marine Science and Technology since 2019. Dr. Chen is committed to building partnerships between the U.S. and Taiwan public schools with a focus on bilingual education.

Ms. Josie Chu

Being in the education industry for 20+ years, Josie Chu is also a mother of three school-age children. She obtained her Master's Degree in Education at the University of Pennsylvania (UPenn) and has since been devoting herself in teaching Chinese as a foreign language to students with various language and cultural backgrounds in the United States.

She started her career on the East Coast for almost a decade. Her roles include the Chinese lecturer at UPenn, the Chinese project coordinator at The Lauder Institute/Wharton school dual degree program, and then the lecturer and course coordinator with Princeton University and its Princeton in Beijing program.

After she moved to San Francisco and started her own family, she extended her expertise in teaching Chinese from adult learners to children. She became a teacher at a well-known Chinese immersion international school in San Francisco in 2012. In 2018, she relocated to Irvine and co-founded a highly reputable Chinese immersion preschool in Irvine, California.

Spending decades in classrooms and seeing students' success and struggles, she truly believes that cultivating positive learning experiences that create happy memories for children into adulthood is the key to their long-term success. With a love of seeing students learn and grow in her classes, Josie feels that it is her mission in life to inspire and guide children on this exciting journey.

Dr. Anko Hsiao

Dr. Anko Hsiao is a highly motivated, experienced, and accomplished healthcare executive with over 20 years of experience in leading successful hospitals and healthcare organizations. He obtains an MD, DDS, and MPH degrees, as well as a proven track record of developing and implementing strategies that enhance operational efficiency, improve patient care outcomes, and drive revenue growth. Dr. Hsiao has two sons who went to Chinese weekend school where he had been deeply involved with their bilingual education.

Mr. Joe Liu

Joe Liu, who earned his Master of Education and Graduate Diploma in Education from the University of Melbourne (also received a TEFL Certificate), is a successful education entrepreneur. Currently, Liu is the Executive Director at Sylvan Learning of Irvine, CA, specializing in helping international students learn English and get acquainted with the American education system. His passion for education is rooted in his family background, as both his mother and grandfather were teachers, and he spent a lot of time where his mother taught after-school programs and held various administrative roles in higher education, including Loyola Law School, Saddleback College, and Irvine Valley College. In 2013, he founded LUD, Inc., which provides educational services to international students with a holistic approach. LUD's success gave Liu the confidence to become a franchisee of Sylvan Learning in 2017.

Dr. Christy Lao

Dr. Christy Lao is an Associate Professor of Education, Founding Director of the Confucius Institute at SFSU and Principal Investigator and Director of four major federal projects_ (1) Bay Area National Professional Development Project, (2) Project ChiLI: Chinese Literacy Instructional Materials & Curriculum Development, (3) STARTALK Teacher Training Program, and (4) STARTALK Student Program at SFSU. As the founding director of CI at SFSU, Dr. Lao initiated, negotiated, and established the first CI on the West Coast in 2005. Under her direction, CI-SFSU provides programs and services including Chinese teacher training, Chinese curriculum development, Chinese language learning as well as a clearinghouse of Chinese language and cultural materials. Dr. Lao has also directed and taught in the Chinese Bilingual Teacher Education Program and has provided leadership in curriculum development and professional development in the areas of Chinese language pedagogy and Chinese literacy development. Currently, Dr. Lao is serving on SFSU's Teacher Credentialing Committee.

Previously, she was a faculty member of the Bilingual/Bicultural Program of Teachers College, Columbia University, and at Hong Kong Baptist University. For the past 20 years, she has worked with Chinese bilingual schools and Chinese Immersion schools and teachers in San Francisco, New York City, Hong Kong, Taiwan, and China. While a faculty member at Teachers College, Columbia University, Dr. Lao collaborated in numerous projects with the Office of Bilingual Education of the New York City Board of Education and has developed a professional development relationship with PS184 (Shuang Wen Academy, New York), the first public school in the nation to provide a dual language program in Mandarin Chinese and American English. Dr. Lao has provided professional development in Chinese as a Second Language (CSL) to Chinese bilingual teachers in the U.S. as well as in many parts of the world with a focus on literacy development.

Dr. Lao's scholarly specialization is in second language acquisition, bilingual education, biliteracy, and teacher education. Dr. Lao has published widely with a focus on Chinese ELs. Her most recent book is “Comprehensible and Compelling: The Causes and Effects of Free Voluntary Reading”, coauthored with Stephen Krashen and Syying Lee. The traditional Chinese character version titled “自主阅读” is published by 亲子天下出版社 in Taiwan, the simplified Chinese character version will be published by XinJiang Juvenile Publishing House in China. Dr. Lao has developed the “Chinese Language Arts Standards K-5” and a Chinese Language Arts curriculum, K-5. Dr. Lao is also a featured presenter at the National Association of Bilingual Education and at the California Association of Bilingual Education.

Dr. Lao’s recent international professional collaborations have included projects with (1) Centre for Advancement of Chinese Language Education and Research, The University of Hong Kong; (2) Centre for Enhancing English Learning and Teaching, The Chinese University of Hong Kong; and (3) Graduate Institute of Children’s Literature, National Taitung University. Dr. Lao also serves as External Examiner for the Post Graduate Education Program on Teaching Chinese as a Second Language, and as an external member of the doctoral dissertation committee at the University of Hong Kong. Dr. Lao also serves as an external project evaluator for government funded research projects at both Hong Kong University and the Chinese University of Hong Kong.

Dr. Tony Liao

Dr. Tony Liao has more than 20 years of experience in educational research and about 15 years of experience in the management and execution of government projects. Expertise and hands-on experience with project management, research, and development, application engineering, international agreements with other countries, and appropriations. He is an innovative thinker and contributor with demonstrated ability to take on challenges and find opportunities, with outstanding communications skills.

Dr. Luyi Lien

Dr. Luyi Lien has been the Academic Director of Yinghua Academy since the school was chartered in 2006. Dr. Lien received her Ph.D. in Education from the University of Minnesota. She has a Bachelor of Arts in Chinese Literature, and Bachelor and Master of Science degree in Applied Psychology from Fu-Jen Catholic University in Taiwan. Dr. Lien has taught and developed curricula at Yinghua Academy since the school opened in 2006. Her duties include overall design and alignment of Chinese curriculum with state, national and foreign language learning standards; procuring and developing classroom materials; and planning and directing Data-Driven Instruction, all-school total subject assessments, Mandarin literacy assessment tools, and program evaluation. She provides ongoing direct supervision, support, assessment and resources for Yinghua Academy teachers, and evaluates and suggests areas for individual and group professional development of instructional staff. As an experienced Chinese immersion educator, she has presented at national and international conferences on a variety of topics addressing Chinese language learning, immersion, action research, and Chinese literacy instruction and evaluation.

Mr. James Lin

James Lin is the Chief Executive Officer and a founding member of Better Chinese. He has worked with educators in over 25 countries to develop successful Chinese programs. Mr. Lin graduated from Brown University with honors for both his bachelor's and master's degrees. He has more than 15 years of experience in technology, education, and strategy consulting. Prior to Better Chinese, he was a founding member of L Labs and a senior management consultant at Monitor Group. He is passionate about making learning fun, effective, and relevant by combining results-oriented pedagogy with technology.

California Charter Schools Association

The California Charter Schools Association (CCSA) is a professional membership organization serving more than 500 public charter schools in the State of California advocating for the quality and accessibility of charter schools in California. They work to support charter schools in their mission to provide better educational opportunities for students. The CCSA offers resources, guidance, and representation to charter schools throughout the state, ensuring they adhere to best practices and maintain high standards of education.

North Compass Consulting

Delano Jones leads North Compass Consulting, LLC for many years. North Compass Consulting uses a true fund accounting software system. They customized the Chart of Accounts to be in compliance with the California Schools Accounting Manual (CSAM) and the Standard Account Code Structure (SACS).

FEATURING

* 24/7 dashboard access to real-time data *Customized Reports, Charts & Graphs

- * Collaborative Budgeting Module
- * Optional Purchasing Module
- * Additional tracking codes set up to client specifications

Los Angeles County Charter SELPA

In accordance with the educational framework of the state of California, a Special Education Local Plan Area (SELPA) is a distinguished regional consortium, encompassing one or multiple charter schools, educational districts, or county offices of education. Its primary mandate is to guarantee the comprehensive provision of services to students with disabilities residing within its designated jurisdiction. It is imperative to note that, as stipulated by California law, every charter school operating within the state is mandated to be affiliated with a SELPA.

The Los Angeles County Charter SELPA, in its esteemed capacity, collaborates both with well-established charter schools and those in their nascent stages, with the objective of delivering unparalleled support and services in the realm of special education. Our SELPA is committed to offering a spectrum of support, ranging from aiding in initial start-up expenditures to facilitating connections with dedicated service providers. Our overarching aim is to work in tandem with educational institutions, guiding them meticulously at every juncture, to ensure the optimal functioning and success of their special education programs.

Young, Minney & Corr, LLP

Young, Minney & Corr, LLP (YM&C) stands as the preeminent legal firm in California, specializing in the intricate domain of charter school law. With an unparalleled depth of knowledge and experience, YM&C has been at the forefront of charter school representation since the inception of California's Charter Schools Act in 1992. Their esteemed clientele encompasses over half of the charter schools operating within the state, a testament to their unmatched expertise and reputation.

YM&C offers a comprehensive suite of services that cater to every dimension of charter school establishment, growth, and daily operations. This includes, but is not limited to, meticulous guidance on charter petitions, adept negotiations, drafting and interpretation of Memoranda of Understanding (MOU), counsel on nonprofit incorporation, employment law advisories, board governance strategies, facilities management, student-related concerns, and the development of robust policies.

Furthermore, YM&C adopts a proactive legal approach, emphasizing the importance of foresight in legal matters. Their primary objective is to equip clients with the tools and knowledge to foresee potential legal complications, thereby mitigating the risk of legal claims, minimizing associated costs, and averting operational hindrances. This forward-thinking methodology underscores their commitment to ensuring the seamless operation of charter schools while safeguarding their legal interests.