Exhibit A

CONFLICT OF INTEREST CODE
OF
LAKESIDE CHARTER SCHOOLS, INC.

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Lakeside Charter Schools, Inc., a California nonprofit public benefit corporation ("Corporation"), is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. §18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of 2 Cal. Code of Regs. §18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Corporation. This Code shall take effect when approved by the San Diego County Board of Supervisors, and shall thereupon supersede any and all prior codes adopted by Corporation.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. §18730(b), each designated employee set forth in the Appendix shall file a Statement of Economic Interests ("Form 700") with the Secretary of the Corporation. Upon receipt of the statements of the members of the Board of Directors, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the San Diego County Board of Supervisors. Statements for all other designated employees shall be retained by the Secretary.

Approved and/or authorized by the Board of Supervisors of the County of San Diego
Date 1-25-11 Minute Order No. 14
THOMAS J. PASTUSZKA
Clerk of the Board of Supervisors
By Yvette Barclay
Deputy Clerk

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NOTICE OF INTENTION TO ADOPT A CONFLICT OF INTEREST CODE FOR LAKESIDE CHARTER SCHOOLS, INC.

NOTICE IS HEREBY GIVEN that Lakeside Charter Schools, Inc., a California nonprofit public benefit corporation ("Corporation"), has tentatively approved and intends to finally adopt a Conflict of Interest Code pursuant to Government Code section 87300 at its meeting on October 14, 2010. Pursuant to Government Code Sections 87200 and 87302, the Code will designate public officials, employees and consultants of Corporation who make governmental decisions, manage Corporation's investments, and who, therefore, must disclose certain investments, interests in real property, sources of income and business positions, and disqualify themselves from making or participating in the making of governmental decisions affecting those interests.

A public comment period has been established commencing on August 26, 2010 and terminating on October 9, 2010. Any interested person may present written comments concerning the proposed code no later than October 9, 2010 to the Corporation's representative at the address listed below. No public hearing on this matter will be held unless any interested person or his or her representative requests a public hearing no later than 15 days prior to the close of the written comment period.

The exact terms of the proposed Conflict of Interest Code, and all of the information upon which the Code is based, are available for inspection and copying by interested persons by contacting the Corporation representative at the address listed below. Corporation has prepared a written explanation of the reasons for the designations and the disclosure responsibilities and has available all of the information upon which its proposed Conflict of Interest Code is based. Any general inquiries concerning the proposed Code should be directed to the Corporation representative listed below.

Name: Christopher McDuffie
Title: Charter Board President
Address: 12335 Woodside Avenue
Lakeside, CA 92040
Phone: (619) 390-2670
Fax: (619) 390-2518

DECLARATION OF CEO/PRESIDENT OF LAKESIDE CHARTER SCHOOLS, INC. REGARDING ADOPTION OF CONFLICT OF INTEREST CODE

I, Chris McDuffie, hereby declare:

I am the CEO/President of Lakeside Charter Schools, Inc., a California nonprofit public benefit corporation ("Corporation"), and operator of a California charter school.

On August 19, 2010, the Board of Directors of Corporation considered the proposed Conflict of Interest Code. The proposed Code designates the officers, employees and consultants who make governmental decisions and exercise responsibility for the management of Corporation's investments.

The Board of Directors set October 14, 2010, for a public hearing, if requested and for final adoption of the Conflict of Interest Code. Thereafter, notice of intent to adopt the Conflict of Interest Code was (i) filed on _____, 2010, with the Clerk of the San Diego County Board of Supervisors and (ii) published on August 26, 2010, in a newspaper of general circulation in San Diego County. I also posted a notice of intent to adopt the Conflict of Interest Code on August 19, 2010, at the Mandarin Language Academy and the Lakeside Union School District office.

On October 14, 2020, at the time and place set forth in the notice, the Board of Directors adopted the Conflict of Interest Code and directed that it be submitted to the San Diego County Board of Supervisors as the code-reviewing body.

Dated: August 19, 2010

Chris McDuffie, CEO/President

LAKESIDE CHARTER SCHOOLS, INC.
Organization Structure
June 30, 2010

The Lakeside Union School District was established in 1890, and is comprised of an area approximately 75 square miles in San Diego County. There were no changes in the boundaries of the district during the current year. The district is currently operating six elementary and two intermediate/high schools. On May 14, 2009 the district authorized the Mandarin Language Academy, a specialized school located on the Riverview campus for Mandarin Chinese Immersion in grades K-8.

Governing Board

Name	Office	Term and Term Expiration
Christopher W. McDuffie	President	Two Year Term Expires June 30, 2012
Anthony Kyriakidis	Treasurer	Two Year Term Expires June 30, 2012
Yang Yang Juan	Secretary	Two Year Term Expires June 30, 2012
Diana Adams	Member	Two Year Term Expires June 30, 2012
Jacquelyn Spacek	Member	Two Year Term Expires June 30, 2012

Administration

Stephen B. Halfaker, Ed.D.
Superintendent

Kamran Azimzadeh
Deputy Superintendent

Tina Brady
Assistant Superintendent

A RESOLUTION OF THE BOARD OF DIRECTORS OF LAKESIDE CHARTER SCHOOLS, INC. ADOPTING A CONFLICT OF INTEREST CODE

WHEREAS, Lakeside Charter Schools, Inc., as a California charter school ("Corporation"), is required to adopt a Conflict of Interest Code pursuant to Government Code Section 87300; and

WHEREAS, the Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code Regs. §18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700, statement of economic interests; and

WHEREAS, Corporation desires to adopt a Conflict of Interest Code incorporating the FPPC Model Code by reference;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Corporation that:

1. A Conflict of Interest Code, in the form attached as Exhibit A, is hereby tentatively adopted and promulgated.

2. The CEO/President is hereby directed to open a 45-day public comment period to begin on August 19, 2010, by posting a Notice of Intention to Adopt a Conflict of Interest Code on the Corporation's employee bulletin boards or in the employee newsletters, and concurrently mailing notice to the FPPC.

3. The Conflict of Interest Code shall become effective immediately upon:

a. Its final approval by the Board of Directors following close of the public comment period and after a public hearing, if requested, at its meeting on August 19, 2010 and

b. Its approval by San Diego County Board of Supervisors as the code-reviewing body.

4. Upon its final approval by the Board of Directors of the Corporation, the CEO/President is hereby directed and authorized to submit a certified copy thereof to the FPPC for approval.

APPROVED AND ADOPTED this 19th day of August 2010.

AYES: Diana Adams, Chris McDuffie, Yang Yang Juan
NOES:
ABSENT: Jackie Spacek
ABSTAIN: Anthony Kyriakidis

President, Board of Directors
Lakeside Charter Schools, Inc.

ATTEST:

Secretary, Board of Directors
Lakeside Charter Schools, Inc.

Lakeside Charter Schools, Inc.

Minutes of the Meeting of the Charter Board

May 4, 2010
LUSD District Administration Center

I. The meeting of the Lakeside Charter Schools, Inc. was called to order at 5:05 p.m. by Chris McDuffie, with the following members present: Anthony Kyriakidis, Yang Yang Juan, Olympia Kyriakidis, Jackie Spacek and Diana Adams. Also in attendance were Steve Halfaker, Sherrie Egeskog, Gerry Gonzalez, Grace Cox, Greg Moser and Tina Brady. Lisa DeRosier was present to record the minutes. — Call to Order

Steve Halfaker discussed the history of the Spanish Immersion program and the evolution of the Mandarin Immersion program. He explained the reason for the Lakeside Charter Schools, Inc. was to support district-compatible charter schools. It is independent and a non-profit. The Charter will develop a memorandum of understanding. The Lakeside Union School District Board of Trustees approved the charter on May 14, 2009. The school will start with at least 50 students and the program will be a 50/50 model. This is different from the Spanish Immersion program. The Mandarin students will also receive Spanish enrichment as the Spanish students receive Mandarin enrichment. — History

Greg Moser, attorney for Propocio Cory Hargreaves & Savitch discussed his experience with charters. He discussed that the teachers may be on loan from the District to the Charter. He explained that no student can be required to attend a charter and no teacher can be required to teach at the charter. If the Charter receives more applicants than spots available, the Charter must conduct a lottery for open lots with priority to siblings. — Greg Moser

Sherrie Egeskog, Business Manager, will oversee the budget. She shared that the State has sent $200,000 for start-up costs and will send an additional $250,000 over a period of 3 years. — Business

Olympia Kyriakidis shared a powerpoint presentation on the Mandarin program.

II. It was moved and amended by Jackie Spacek and seconded by Diana Adams to elect Chris McDuffie as President; Anthony Kyriakidis as Treasurer; and Yang Yang Juan as Secretary; Sherrie Egeskog as Deputy Treasurer; and Lisa DeRosier as Deputy Secretary. Motion carried unanimously. — Election of Officers

III. It was moved by Chris McDuffie and seconded by Diana Adams to designate all Items of Business to the consent agenda. The motion carried unanimously to designate Items of Business B, C, D, E, F, G and H to the consent agenda. — Consent Agenda

President McDuffie asked if there were any comments or discussion on any of the items. Mrs. Adams asked Mrs. Kyriakidis about the Washington D.C. conference. Mrs. Kyriakidis was very pleased with the school visit and expects our school to look similar. — Discussion

B. It was moved by Chris McDuffie and seconded by Diana Adams to adopt the following items of business, as amended: — Items of Business

C. A motion to approve Resolution No. 2010-01, the organization for the Lakeside Charter Schools, Inc. such as adoption of bylaws, election of officers, agent for service of process, payment of expenses, bank accounts, payment of expenses, bank accounts, application for tax exemption, employer identification number, filing of statement of information with the California Secretary of State, and general authorization. — Approve Resolution No. 2010-01

III. ITEMS OF BUSINESS (CONTINUED)

D. A motion to approve the Bylaws of the Lakeside Charter Schools, Inc. — Approve Bylaws

E. A motion to approve the 2010-2011 Mandarin Language Academy school calendar. They will follow the Lakeside Union School District calendar with a start date of Tuesday, September 7, 2010 and an end date of June 24, 2011. — Approve 2010-11 Calendar

F. A motion to select Wilkinson Hadley King & Co. as the Independent Auditor for the Lakeside Charter Schools, Inc.. This firm has extensive school district, charter school, governmental and non-profit auditing experience. — Select Independent Auditor

G. A motion to approve an On Loan Agreement for Teachers. The District agrees to make available to the charter school the services of the employees and shall have no obligation to provide the services of any employee who does not consent to work for the charter school. — Approve On Loan Agreement for Teachers

H. A motion to approve the following conference attendance requests: 1) Olympia Kyriakidis, Jodi Stein, Claudia Molina, Raquel Rudder and Jamie Shedrick to attend the Two-Way Bilingual Immersion Pre-Conference and Conference from July 5-8, 2010 in San Diego; 2) Olympia Kyriakidis, Denise Goulart and Ke Xu to attend the Mandarin Chinese Charter from April 21-24, 2010 in Washington D.C. — Approve Conference Attendance Requests

IV. A. It was reported the enrollment was close to 50 students. They are considering a 2/3 class for siblings. The total may be as high as 66 students by September. — Director's Reports

B. Technology to support the program is currently being researched (iPads, software, etc.). The Chinese characters can be a word or a sentence. Within the character, they have radicals. They are looking for brain-friendly techniques. There are three types of the language: traditional, simplified and pinion.

C. The budget is being carefully monitored by the Lakeside Union School District.

V. The Board reviewed the Articles of Incorporation and discussed D & O Insurance. The next meeting will be held on Thursday, June 3, 2010 at 5:00 p.m. — Discussion

VI. There were no requests to speak to the Board. — Public Comment

VII. President McDuffie asked if there was any further business to come before the board. There being none, the president declared the meeting adjourned at 6:32 p.m. — Adjournment

Christopher McDuffie, President

APPROVED

Yang Yang Juan, Secretary

Lakeside Charter Schools, Inc.

Minutes of the Meeting of the Charter Board

June 24, 2010
LUSD District Administration Center

I. The meeting of the Lakeside Charter Schools, Inc. was called to order at 5:05 p.m. by Chris McDuffie with the following members present: Yang Yang Juan, Anthony Kyriakidis, Olympia Kyriakidis, and Diana Adams. Jackie Spacek was absent. Also in attendance were Steve Halfaker and Tina Brady. Lisa DeRosier was present to record the minutes.	Call to Order
II. There were no requests to speak to the Board.	Public Comment
III. It was moved by Diana Adams and seconded by Yang Yang Juan to adopt the minutes of the May 4, 2010 regular board meeting. Motion carried unanimously.	Adoption of Minutes
IV. President McDuffie asked if there were any comments or discussion on any of the items.	Discussion
C. It was moved by Diana Adams and seconded by Yang Yang Juan to adopt Resolution No. 2010-03, stating that the Mandarin Language Academy Charter will contribute to the California Public Employees' Retirement System (CalPERS) for classified employees. Motion carried unanimously.	Adopt Resolution No. 2010-03
D. It was moved by Diana Adams and seconded by Yang Yang Juan to adopt the proposed 2010-2011 Annual Financial and Budget Report. Motion carried unanimously.	Adopt Proposed 2010-11 Budget
E. It was moved by Diana Adams and seconded by Yang Yang Juan to approve the following Conference Attendance Requests: 1) Ke Xu, Michael Dawson, Olympia Kyriakidis, and Tina Brady to attend the ACTFL (American Council on the Teaching of Foreign Languages) 2010 Conference from November 19-21, 2010 in Boston, Massachusetts; and 2) Steve Halfaker to attend National Charter Schools Conference from June 28-July 1, 2010 in Chicago, Illinois. Motion carried unanimously.	Approve Conference Requests
V. A. Olympia Kyriakidis reported 66 students were enrolled in the Mandarin Immersion program. They will have one straight Kindergarten class; one Kindergarten-first combination; and one second-third combination.	Director's Reports
B. Olympia Kyriakidis reported that the curriculum and furniture have been ordered; the teachers and collaborating; and the parents are very excited. The school has had administrators from China visiting and observing.	
C. The budget was adopted. Dr. Halfaker discussed charter statistics in San Diego County. There are 81 charter schools in the county. He discussed that funding is different for a charter school than for a traditional school.	
VI. President McDuffie asked if there was any further business to come before the board. There being none, the president declared the meeting adjourned at 5:21 p.m.	Adjournment

Christopher McDuffie, President

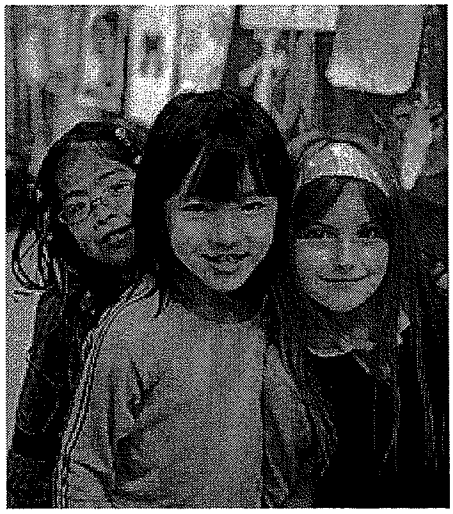
APPROVED

Yang Yang Juan, Secretary

Lakeside Charter Schools, Inc.
June 24, 2010

Mandarin Language Academy Charter School

Mandarin Chinese Immersion K-8



Presented to

Lakeside Union School District Board of Trustees

Adopted May 14, 2009
Revised June 22, 2009
Revised August 27, 2009

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Element 1: Educational Philosophy

INTRODUCTION

The Mandarin Language Academy (MLA), a specialized school for Mandarin Chinese Immersion, K-8 school in Lakeside, California. This charter proposal was founded by a group of forward-thinking educators and parents, who researched educational models, embracing their dream of a Mandarin Chinese Immersion school with a global focus.

At capacity the Mandarin Language Academy will serve 500 students in kindergarten through 8th grade. The table below reflects the first three years of enrollment in the program. Beginning in kindergarten, the Mandarin Language Academy program will teach the rigorous California standards in a concept driven, developmentally appropriate learning environment, while immersing students in the Mandarin Chinese language.

Grades	2010-2011	2011-2012	2012-2013	2014-2015
Kinder	33	44	22	22
First	33	33	44	22
Second	0	33	33	44
Third	0	0	33	33
Fourth	0	0	0	33
Fifth	0	0	0	0
Total	66	110	132	154

Beginning in kindergarten and providing the language immersion experience through eighth grade, learning gaps for students will be filled and students will be endowed with biliteracy an increasing vital world language. Our students and their parents deserve the best educational choices in a system that promotes opportunity and choice. This charter is intended to provide an alternative for children where accountability, flexibility, innovation, parent choice, parent-teacher involvement, and public-community partnerships can work together to provide a better future for children.

Vision

The Mandarin Language Academy (MLA) is committed to the highest standards. Every student will be given opportunities to develop leadership skills, good citizenship, a strong work ethic, and a core value system. Parental involvement in the program is critical component to the academic success of the children. The Mandarin Language Academy will excel with outstanding teachers committed to high achievement and expectations through a powerful combination of collaboration, continuous staff development, rigorous accountability, and individual attention to student needs will excel.

The Mandarin Language Academy will offer an international education as provided by the best private or public schools for children. The difference is that this Mandarin Language Academy education will be available to ALL students. We anticipate a balance of both culturally and economically diverse students in our program.

The Mandarin Language Academy will base its curriculum on the rigorous, California system of State Standards. Students will be expected to master all grade-level standards in English, while achieving literacy in Mandarin Chinese. The teaching philosophy at the Mandarin Language Academy is best reflected by the motto: **"Shi Xian Meng Xiang"**, which means reaching your dreams. It is our wish that a Mandarin Language Academy education provides the best foundation for helping our students reach their dreams.

Mission

The mission of the Mandarin Language Academy is to establish a solid foundation and lifelong love of learning by inspiring students to be creative and inquisitive global leaders in an ever changing world. A challenging, inquiry-driven, multilingual learning environment provides students with the education they need for reaching their dreams (Meng Xiang).

Beliefs

At the Mandarin Language Academy staff, parents, and community share the following beliefs:

- Every child can learn, succeed, and attain high level of academic achievement based on California state standards
- Learning is an active process of inquiry and the search for meaning and understanding
- World language instruction improves a student's academic performance while promoting cultural understanding and awareness
- Education fosters understanding, enabling our students to live as more peaceful, productive, and responsible global citizens

Declarations

Mandarin Language Academy shall be nonsectarian and nondiscriminatory in its programs, admissions policies, employment practices and all other operations. The Academy shall not discriminate on the basis of ethnicity, race, creed, color, national origin, age, gender, disability, sexual orientation or other basis prohibited by law. The Academy will not charge tuition.

Admission to the Mandarin Language Academy shall not be determined according to the place of residence of the pupil within California, or of his or her parent or guardian, save for admission preferences stipulated in Element Eight (H) Admission Requirements.

Parent Involvement

Decades of research show that parent participation in education is very closely related to student achievement. In *A New Generation of Evidence: The Family Is Critical to Student Achievement,* Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. Parental involvement will be a critical component in the MLA, and the charter ensures parental involvement by working closely with parental representation from all groups.

Element 2: Educational Philosophy and Program

2a. Whom will the Mandarin Language Academy Educate?

The community which surrounds the Mandarin Language Academy (MLA) is a semi-rural, semi-diverse population of lower-middle class to middle class families who at times are academically underserved. Some of the students come from bi-literal families who have exposed their children to two languages since infancy. The current demographics of the campus which will house the Mandarin Language Academy program are as follows: 35% Hispanic, 3% African American, 3% Asian, 56% White, 2% American Indian, and 1% Pacific Islanders. We predict that the demographics of the Mandarin Language Academy program will be similar, with the prediction in the increase of Asian students and a decrease in Hispanic students.

The Mandarin Language Academy will also be open to students from surrounding districts, who wish to achieve multi-literacy, in Mandarin Chinese, and English. The Mandarin Language Academy program will be open to students of all language backgrounds.

The Mandarin Language Academy is a charter school that will be open to ALL students, irrespective of gender, ethnicity, national origin, etc., who seek an exceptional education in a multi-lingual setting. The Mandarin Language Academy will be a classroom based educational program serving grades kindergarten through eighth grade with a projected enrollment of 160 students, in grades K-3, by the 2014-school year.

The School will comply with minimum age requirements for public school attendance (Ed. Code 47610(c)) and will maintain student records in accordance with Education Code section 47612.5.

2b. What does it mean to be an educated person in the 21st Century?

The purpose of education today is to prepare people to lead productive lives in an ever-changing and more globally complex world. Advances in technology have created a "knowledge economy" (Cohen, 2007), in which a new global frontier reflects the transition from a product- orientated society to that of a global-information driven society. Advances in the internet and other means of rapid communication, as well as instant access to information, 7 days a week, 24 hours a day continue to change the way people communicate, learn, and work. Today people work globally and instantaneously, forming new types of communities and relationships. An educated person in the 21st century understands how to face life's challenges and thrive in the knowledge economy with a keen eye towards the diverse tapestry of a more globally complex world.

Educated persons in the 21st century need to have a wide variety of skills, knowledge, and traits. Yet, the educated person of tomorrow will find balance between the increasing demands of society with the humanistic dimensions of life, seeking out an understanding of art, music, dance, physical well being, and responsible global citizenship. An educated person of the 21st Century will:

- Use self knowledge to identify learning goals and needs
- Be capable of collecting, analyzing, interpreting, elucidating, disseminating, and evaluating information
- Be multi-lingual and have a broad understanding of diverse cultures
- Have a strong knowledge of digital literacy and technology
- Use inquiry and continuous learning
- Have multi-faceted educational experiences
- Think critically, explore and respond to knowledge
- Work in a collaborative manner with flexibility and resiliency.

Kindergarteners from the Mandarin Language Academy will be the citizens, workforce, and scholars of 2027. A Mandarin Language Academy education will provide them the firmest foundation to be a successful and well educated person in the 21st century.

2.c. How learning best occurs

The learning environment is critical to the success of any program and the well being of all students. The Mandarin Language Academy learning environment is first designed around Maslow's hierarchy of needs, which begin with physiological needs, and include safety, love and belonging, esteem, and self-actualization. Children thrive and are best able to learn when they are cared for, safe, encouraged, loved, respected, and challenged. In addition, the Mandarin Language Academy believes learning best occurs under the additional conditions:

- Strong Curriculum - Our students will learn a rigorous curriculum – math, science, social studies, and language arts, with high expectations for all students
- Small Classes -Children will get the attention they deserve with class size reduction guidelines.
- Art, Music & P.E. - Art, music and P.E. are critical parts of our curriculum. Students will be taught by professionals who are elementary teachers and specialists in their fields.
- Diverse Environment - The Mandarin Language Academy community will be diverse in every dimension. Families and staff of all races, religions, persuasions, and circumstances will feel at home at the Mandarin Language Academy.

In addition, the Mandarin Language Academy believes the following research-based best practices will provide the best possible learning environment for all students:

Learning best occurs in a climate where there are measurable goals. This "beginning with the end in mind", as Covey (1999) states, requires a standards-based system that gives direction to academic programs and is designed to ensure proficiency for students. The assessment of student's progress is based on multiple measurement tools looking at the many facets of the learner.

Learning best occurs in a climate of accountability. As Schmoker (1996) states: "What gets measured gets done". The MLA School provides a continuous collection and application of data for students, parents, teachers and administrators.

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states "the single most important determinant of student achievement is the expertise and qualifications of teachers." The MLA will ensure continuous staff development and training as well as on-going collaboration through Professional Learning Communities, based on the work of Rich and Rebecca DuFour.

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998). Literacy in both languages will be closely assessed and monitored for all students. Early intervention will be provided as needed.

Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century. Students will develop digital literacy and skills in all content areas.

Learning occurs best when students are immersed in an educational environment that honors their cultural heritage. Enduring understanding occurs when content instruction includes cultural learning as well. (Lessow-Hurley, 2000).

2d. Description of the Educational Program
Research Basis
Why Chinese?

China is an increasingly important player in the global stage of today and tomorrow. While China has been teaching many of its students English for years, America has not been teaching Chinese language and culture to its students. With technology bringing the world together to interact and compete, it has become very important that American students are provided with global and international skills that will help them compete in the future (Friedman,T. 2005). Chinese language instruction has started to spread through out the world and America. The Confucius Institute has taken the lead in spreading Chinese language and culture in the world by supporting schools interested in teaching Chinese (Meng, Y., 2009). There are currently 249 Confucius Institutes around the world, including the recently unveiled institute at San Diego State University. The Mandarin Language Academy will form a partnership with the SDSU Confucius Institute and/or other colleges to receive their continuous support in curriculum planning and materials resources for student learning and staff development.

In addition, to the global importance of Chinese language instruction, there is also an importance because of the structure of the language. Chinese language is very different from English because it is based on a character system instead of an alphabetic system. The Chinese language also relies on an intricate knowledge of tones that relay meaning. The differences between English and Chinese will give students the foundation and capacity to learn other alphabetic based languages as well as other character-based languages. Listening, speaking, reading, writing, mathematical, and musical skills all increase when students consistently study Chinese (Pervis, S., 2008). The Mandarin Language Academy is confident that student achievement and content skills and abilities will thrive through a well-designed Mandarin immersion program.

Why Immersion?
There are many different approaches to the study of world languages utilized by schools through out the world. One foreign language learning approach teaches world languages through separate instruction during or after the school day. Immersion is different because children are taught content in the new language during the school day. Language immersion puts students in a situation where the foreign language must be used in an important way. This process creates fluency for the students (Hampton-Lyons, 1999). Immersion in the elementary grades is important because research shows that the earlier students are exposed to the world language, higher levels of achievement in both languages are promoted, (Pufahl, Rhodes, 2001). The Mandarin Language Academy believes that early Mandarin Chinese Immersion will promote higher levels of English and Chinese proficiency than the traditional American approach of teaching foreign or world languages beginning at the age of fourteen.

Curriculum and Instruction

The Mandarin Language Academy will provide a curriculum that addresses the needs of the community, an emphasis on literacy education, skills programs to enhance the learning of students and reliance on standards-based curriculum which are measurable and accountable.

The charter school's academic focus will be a strong research-based basic skills program emphasizing language arts (especially phonics for reading in the kindergarten and first grade curriculum), language acquisition, computation and mathematical reasoning, a rigorous science and history/social studies program, and an emphasis on technology. The Arts will be integrated and infused through out the program, breathing life into the curriculum, and increasing student engagement. The following research-based methods of instruction will be employed:

- Accommodating individual learning styles through differentiated instruction
- Providing direct instruction with best practices for student engagement
- Utilizing small group work, learning centers, and cooperative learning
- Educational field trips
- School enrichment programs including such activities as visual arts, music, theatre, sports, dance, science, etc.
- SDAIE instructional methods and TPR (total physical response) to support second language development
- Mandarin Chinese immersion instruction

The research overwhelmingly supports the supposition that strength in a child's native language supports growth in language acquisition (Krashen, l996; Hukuta, l985; Cummins & Swain, 1986). In communities that encourage dual language acquisition, and in programs that support bilingualism, knowing two languages is positively associated with intellectual and academic achievement. Such research supports the cognitive advantages of second language acquisition.

Chinese Language Immersion - The emergence of China as a major player on the world scene has created a greater need for understanding the world's most populous nation. The teaching and learning of Chinese language increasingly holds a more vital place in American education. Ample opportunities for government, business, scientific, scholarly, and cultural careers will be available for the student who can speak Mandarin Chinese. Despite the need, very few high schools, let alone elementary schools, offer Chinese language instruction. The Mandarin Language Academy seeks to take advantage of the innate ability of very young children to acquire language and introduce Chinese language immersion at the very earliest ages. Immersion in Chinese from kindergarten will afford the students of the Mandarin Language Academy the best opportunity to achieve biliteracy in Chinese as well as enhancing global language development and increase reading performance. Mandarin Chinese is a tonal language. In tonal languages, the tone of a word is a high-low pitch pattern permanently associated with it. A change of tone alters the word's meaning. In logographic languages, such as English, a single grapheme (an atomic unit in the written language) represents a word or a morpheme (a meaningful unit of language). Since English and Chinese are so different, transfer does not occur as easily. Therefore the Mandarin Language Academy has designed the program in the following manner, which is different than immersion programs of logographic languages, such as Spanish:

- Kindergarten and 1st grade – 70% Chinese and 30% English
- 2nd and 3rd grade - 60% Chinese and 40% English
- 4th grade and 5th grade – 50% Chinese and 59% English
- 6th – 8th grade - 70% English and 30 % Mandarin

Content area curriculum will be taught in both English and Mandarin Chinese. The aim is to provide children a fun and holistic experience of language learning through songs, art, games, drama and cultural exploration. Curriculum will be based on the State Standards as well as the National Language Learning Standards. The five target goals are as follows:

- Goal One: **Communicate** in Languages Other than English
  - ✓ Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Mandarin Chinese
- Goal Two: Gain Knowledge and Understanding of Other **Cultures**
  - ✓ Students demonstrate an understanding of the relationships between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts
- Goal Three: **Connect** with Other Disciplines and Acquire Information
  - ✓ Students reinforce and further knowledge of other disciplines through Mandarin Chinese
- Goal Four: Develop insight into the Nature of Language and Culture (**Compare**)
  - ✓ Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language
- Goal Five: Participate in Multilingual **Communities** at Home and Around the World
  - ✓ Students use the Mandarin Chinese both within and beyond the school setting for a variety of purposes (i.e. buying groceries at Chinese supermarket, traveling abroad in Asian countries...etc.)

The *Better Chinese* curriculum will be primarily used for the literacy component in Mandarin Chinese (betterchinese.com). Content area curriculum will be assembled from a variety of resources such as the Confucius Institute, the Center for Applied Linguistics, the Chinese American International School Institute, and the Center for Advance Research on Language Acquisition.

The programs of the Mandarin Language Academy focus on the academic, social, physical, emotional and cultural development needs of children and have at their heart a commitment to structured inquiry as a vehicle to learning. They aim to develop sensitivity to the experience of others and the expectation of socially responsible action as a result of learning experiences.

Scope and Sequence

Utilizing the State Standards and Frameworks, teachers will work collaboratively to create an instructional road map based on backward design. This road map will include all California state standards in English Language Arts, math, social science, science, and the arts. The instructional road map will include the Standards for Chinese Language and Learning for the Mandarin Chinese language component.

Assessments will be checkpoints in the road map to ensure student growth and development towards mastery of all standards. Assessment will occur in both languages to ensure academic success and feedback in both languages. Early interventions are critical in the road map ensuring student success throughout the journey. Professional Learning Communities will be utilized by teachers to calibrate rigor and continuously monitor student success. In addition, teachers will bring together previously used instructional strategies and compile resources that have been proven to work through their experience. We anticipate implementing scope and sequence of courses.

Methodologies

The MLA staff will incorporate a variety of instructional strategies to meet the needs of all students and engage them in learning. These methods may include, but are not limited to: Professional Learning Communities based on the work of the DuFours, differentiated instructional approaches based on the work of Carol Ann Tomlinson, Socratic seminar, philosophical corners, literature circles, guided reading based on the work of G. Pinnell, the Jane Schaeffer writing model, AVID methodologies, technology resources (i.e.: PowerPoint, video, online tutorials, lab simulations), vocabulary development and reading strategies based on the work of Kate Kinsella, spelling strategies based on the work of Rebecca Sitton, and instructional strategies such as GLAD, DOL, SDAIE, scaffolding, cooperative learning, jigsaw, and TCI activities. Professional development and collaboration will be on-going to ensure best practices and methodologies are a continuous focus of the MLA staff.

2e. Meeting the Needs of Special Learners

The MLA is committed to meeting the needs of every learner. Formative and summative assessment data, as well as teacher observation will be used to closely monitor student achievement. Below is an outline of how the Mandarin Language Academy will intervene to help all students find success. MLA will comply with District, SELPA and all State and Federal laws for special education (including compliance with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act) in cooperation with the Lakeside Union School District, SELPA and all State and Federal laws for special education. In cooperation with the District in implementing special education services including: The establishment of a Student Success Team (SST) process to exhaust all general education alternatives; 2) providing evaluative testing procedures which for the identification of children with disabilities and 3) annual in-service for faculty regarding identification of learning disabilities in their students.

GATE

The MLA provides a rigorous academic program which challenges all students including students who are achieving substantially above grade level. The very nature of our educational model, with content being taught in two languages, provides a continual academic challenge. In addition, project-based, research-driven projects and assessments will be key instructional strategies. They are self-leveling; permitting a student to develop deeper and more extensive projects according to their individual capacity. GATE students will be identified using the RAVEN assessment as well as academic performance

Below Grade Level At-Risk Students

The MLA will provide an extra level of challenge with Chinese Immersion. Student progress and achievement will be closely monitored in both languages. Students who are achieving substantially below grade level, as identified by teachers using multiple measures such as DIBELS reading assessment, CST scores in Math and Language Arts, as well as language assessments, such as the LAAS, will be considered AT-Risk. If a student is identified at-risk, the student will be referred to the Student Success Team (SST) process. A research-based intervention will be provided and student progress will be monitored. Interventions allow teachers to address specific skill deficiencies and target instruction for individual students. The RTI model (Response to Intervention) will be used to determine if the success of the intervention or determine further interventions, such as Special Education testing.

Plan for Students Who Are Academically Low Achieving

The MLA will be well-equipped to respond to the needs of students who are below standard academically. Through the MLA placement process, these students will be provided with the curriculum materials and teaching resources that are appropriate for their achievement level as a starting point for learning, with the goal of attaining at least one year's academic progress within the school year. In its personalized school environment, students working below grade level are shielded from the negative social attention that struggling students often face. Student Study Teams will be used to assess the progress of academically low achieving students, ensuring students access to all resources and supports available.

English Language Learners

English Language Learners (ELL) will be identified by the Home Language Survey given to all students. Those students whose primary language at home is other than English will be given the California English Language Development Test (CELDT) test within 30 days of enrollment. If they qualify as an English Language Learners as a result of this assessment, they will be tested annually until they are reclassified. All our teachers will be Bi-lingual Cross-Cultural Language Acquisition Design (BCLAD) or Cross-Cultural Language Acquisition Design (CLAD) trained and certified.

The instructional program is designed to meet the needs of all students. English Language Learners (ELL) will have full access to the content and curriculum developed within the program. This will be accomplished by providing explicit training annually in the California State English Language Development standards for all teachers who have EL in their classrooms. They will be further supported by the use of Specially Designed Academic Instruction in English (SDAIE) instructional methods and second language instruction. Total Physical Response (TPR) methods along with manipulatives, visuals, graphic organizers, and interactive communication are just a few of the strategies teachers use to create an educational environment that fosters language acquisition through content based lessons. Cross-age, peer, and adult support tutoring will further support the ELL in the classroom. Primary language support will be provided for all learners.

Additional assistance will be provided by offering primary language support for homework and classroom assignments, using state approved materials. In addition, MLA personnel will support ELL parents by providing translation for parent newsletters and other forms of communication. Parents will also have the ability to access the state curriculum through materials in their primary language to best help their children at home.

Plan for English Learners

The MLA will utilize required criteria and procedures to identify Limited English Proficient (LEP) students. All incoming Mandarin Language Academy students will be required to fill out the California Home Language Survey. Based on the information in this form, the Mandarin Language Academy will comply with the state mandated CEDLT assessments. Students may be referred for further language testing to identify their specific level of English proficiency. The testing and placement will occur in coordination with programs already in place for public school students.

The MLA anticipates that LEP students can be very effectively served by the basic Mandarin Language Academy program. Instructional strategies and support during strategic English development instruction will keep students on pace. All Mandarin Language Academy teachers will have ESL/LEP/ELL training and can provide extra support. Teachers will be available to work with parents and students to adapt the core material for LEP students and to provide appropriate supplemental resources, including various technologies that can facilitate language acquisition.

The MLA will conduct the required ongoing assessments of progress and improvements in English proficiency for its LEP students. All mandated state tests for LEP students will be administered as required by law (e.g. SABE/2), as well as testing for students as a result of the home language survey (e.g. CELDT).

Special Education

The MLA will comply with District, SELPA and all State and Federal laws for special education in cooperation with the District in implementing special education services including: 1) Child Search /Find efforts such as the establishment of a Student Success Team (SST) process to exhaust all general education alternatives; 2) providing evaluative testing procedures which for the identification of children with disabilities and 3) annual in-service for faculty regarding identification of learning disabilities in their students.

Special Education students will be served by the District Special Education services as outlined in the MOU and establish clear lines of communication between MLA administration, staff and District special education staff as they implement the IEP process to better meet the needs of student with disabilities. We will have an on-site Special Education Resource Teacher who will instruct students according to the parameters of their IEP's with small group or individualized instruction. The charter school will comply with the provisions of Education Code §47641 by supporting the LEA district's implementation of special education services and will make facilities available in a manner consistent with the district's need to provide services to all special education students. The Mandarin Language Academy will contribute an equitable financial share to District-wide special education encroachment pursuant to Ed Code 47641.

The MLA will work with District staff if and when the School decides to exercise its right to change the vehicle for delivery of special education services. To the extent the school opts for district delivery of special education services, it will support the District's implementation of these services and will make facilities available in a manner consistent with the District's need to provide services to all special education students.

The MLA will participate in federal and state IDEA regulations and laws pertaining to child find. In addition, the MLA will participate in testing to identify children with suspected disabilities, provide an SST process to exhaust general education modifications and accommodations prior to special education testing referral, and conduct yearly staff in-service training regarding the identification of children with disabilities.

The MLA recognizes its responsibility for compliance with Section 504 disability obligations.

2f. Staff Development

Staff Development in the Mandarin Language Academy will center on Professional Learning Communities (PLC's) based on the work of the DuFours. PLC's will allow teachers time to collaborate and reflect on student data and progress. Collaboration will occur between teachers of the same language, teachers of different language, teachers of the same grade levels, and teachers of different grade levels.

In addition, staff development will include best practices in language acquisition training. Teachers will be given opportunities for training on site as well as through seminars and conferences throughout the year. For example, teachers will be given GLAD training, as well as attend conferences such as CABE. Staff development will be a continuous and reflective process that is woven into the culture of the Mandarin Language Academy. Support and training will be provided through partnerships with the Confucius Institute, San Diego State University, and support from the San Diego County Office of Education.

The school's operational structure will incorporate weekly collaboration time for the purpose of building teacher capacity for skill development and competency. The CEO and/or his or her designee will implement a data-driven Professional Development Plan and process for analyzing benchmark data, reviewing student work products, modifying curricula, and adopting appropriate instructional strategies. The staff development plan will be a year-long effort focused on instruction, implementation, review, assessment and further modification based on results from data.

To support our Highly Qualified Teachers who are prepared to meet the needs of our student population, a Professional Learning Community will be formed at Mandarin Language Academy. Our formalized on-going professional development for faculty members will typically include:

- A three-day teacher preparation session in August before the opening of school.
- Collaborations every Wednesday from 7:30-9:00 A.M. with the school staff.
- Various professional development workshops throughout the year including Specially Designed Academic-Instruction in English (SDAIE), differentiated instruction and full inclusion, data-analysis, and collaboration for success.

The MLA will use a Professional Learning Community model for design of curriculum and instructional strategies. The model will break the instructional staff into subject area teams, made up of the teachers that teach the same subject or course. Each team has a leader who is responsible for managing weekly team meetings and ensuring that all decisions that the team agrees upon are followed. Teams will meet to create common curriculum and assessments. In addition to the creation of common curriculum, teams will discuss teaching strategies that can improve student achievement. All curricular decisions are based upon an evaluation of assessment results.

Element 3: MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT

3.0 Measurement of Student Outcomes

The Mandarin Language Academy (MLA) students will meet all academic standards as adopted by the State Board of Education as applicable to charter schools. In accordance with California Charter School Law, the Mandarin Language Academy will align curriculum with the California State Content Standards. California content standards are implemented throughout the curriculum, including standards-based benchmarks for learning at all grade levels. Teachers have a working knowledge and are accountable to use them as markers to assess academic progress for each student. For assessment of progress in Mandarin Chinese the MLA will use the Standards for Chinese language Learning.

Drawing from our mission, philosophy, and educational focus of the school, the goals for academic, nonacademic, and organizational performance are listed below:

Academic Performance Goals for Students

- Students will achieve grade level literacy in English.
- Students will achieve grade level literacy in Chinese.
- Students will be adept inquirers and flexible thinkers capable of solving problems effectively.
- Students will understand and master increasingly complex mathematical concepts.
- Students will master the scientific method and apply it.
- Students will be able to relate their learning to the outside world.
- Students will become independent learners and complete independent papers, reports and performances

Non-Academic Performance Goals for Students

- Students will become life-long learners who possess a positive attitude toward school and learning.
- Students will embrace diversity and respect other cultures.
- Students will treat themselves, other students, staff and the physical plant with respect.
- Students will learn to work collaboratively and resolve conflicts effectively and safely.
- Students will embrace the community by contributing to their school and wider community with service projects.

The School intends to graduate its students with:

- A bi-literacy diploma from Mandarin Language Academy.
- A course of study that meets all course requirements for entry into the University of California.
- SAT scores, a transcript, and a portfolio that greatly increase opportunities for admission to a range of universities and colleges, including CSU and UC, as well as other post-secondary educational programs and job placement.

The School will demonstrate student improvement on standardized tests that compare favorably with San Diego County schools that have similar student demographics. In terms of the school's instructional program, standardized test scores will serve as an indicator of the school's commitment to academic achievement.

The Mandarin Language Academy will aim to achieve scores on the Academic Performance Index (API) at or above those targeted by the state and federal programs and above demographically similar schools in San Diego County.

3b. Methods of Assessment

The Mandarin Language Academy will comply will all state (API) and federal (AYP) assessment and accountability requirements applicable to charter schools. The school will certify that its pupils have participated in the state-testing program. In addition, the Mandarin Language Academy intends to monitor student progress, through standardized testing templates, teacher observations, written and oral assessments, textbooks, summative tests, and computer generated skills assessments, Intel Assess. These multiple assessments will help teachers to adapt curriculum to specific student deficiencies. Following each testing cycle, data will be collected, analyzed and reviewed as a formative tool to drive curriculum development and inform instruction, as well as, a summative measure of student progress. Teachers will assess both English and Mandarin using measures provided by the curriculum as well as standardized test such as the LAAS. Teachers will discuss results in Professional Learning Communities. Teachers will modify instruction and plan curriculum and intervention based on student data.

In addition, the School will issue comprehensive, standards-based report cards. Formal parent /teacher conferences will be organized twice annually to encourage open communication detailed dialogue concerning individual student's academic progress.

Annual parent surveys will be conducted to measure the levels of parent participation and satisfaction with all aspects of the educational program. The School Accountability Report Card (SARC) will be developed and published annually before April deadline.

The MLA will comply with all state assessment and accountability requirements applicable to charter schools. The School will certify that its pupils have participated in the state testing program in the same manner as other District students.

The School will use District methods to measure these rates:

- Student achievement on state mandated assessments.
- Staff attendance.
- Work product in lieu of attendance.
- Parent participation at various parent events.

The School will make available a traditional transcript for each student in order to ease transfer of credits to other schools, to facilitate admissions to colleges or universities, and to better communicate with parents. Students will earn traditional grades for their coursework.

All students will develop a portfolio of student information, work samples, evaluations, and reflections on learning. Student portfolios will be reviewed the end of the first semester and the end of the school year to assess competencies and readiness to progress to the next year of study.

The School will maintain up-to-date written and/or digital records that document pupil work product in lieu of attendance and shall make these records available for audit and inspection.

All students entering the school for the first time will be assessed using various instruments to determine various levels of ability, including language proficiency, reading and math levels. For students entering midyear, basic skills assessment will be administered along with a review of the student's report card, standardized testing and student cumulative record file. The student's progress will be monitored through regular formative and summative assessments based on various instruments including a standards management system, curricula based assessments, locally developed assessments, observations, etc.

Element 4: Governance Structure of School

1. To Be Operated By Lakeside Charter Schools, Inc.

The Mandarin Language Academy (MLA) will be a directly funded charter school authorized by the Lakeside Union School District. While the MLA intends to collaborate extensively with the Lakeside Union School District, the school shall be operated by Lakeside Charter Schools, Inc. (LCS), as a separate legal entity, independent of the Lakeside Union School District. The Mandarin Language Academy will be operated as a subdivision of LCS, constituted as California non-profit public benefit corporation, to be governed in accordance with applicable California Corporation Code Sections and established for the purposes of running charter schools. The Board of Trustees of Lakeside Charter Schools, Inc. will have the fiduciary responsibility for the well being of the Mandarin Language Academy.

The LCS will be managed by its CEO, with duties and responsibilities as delegated by the Corporate Board.

The Lakeside Charter Schools, Inc. Board is expected to have five members. The Lakeside Union School District shall be entitled to a representative on the Board.

The Lakeside Charter Schools, Inc. Board will be responsible for selecting and evaluating the CEO of the Mandarin Language Academy. LCS will adopt a Conflict of Interest Code.

The LCS Board will be responsible for:

- Hiring and evaluating the chief executive officer of the school.
- Approving and monitoring the implementation of general policies of the school.
- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the school's annual budget.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices and certifying the audit prior to submission to the District.
- Contracting with educational agencies for services as needed.
- Regularly measuring progress of both student and staff performance.
- Involving parents and the community in the support of school programs.
- Executing all other responsibilities provided for in the California Corporations Code, The Articles of Incorporation Bylaws, and this charter necessary to ensure the proper operation of the school.

The initial composition of the board shall be one representative of the Lakeside Union School District, one experienced educator who has five years or more teaching and/or leadership or staff development experience, one parent of a student in the program for one or more years with leadership experience, one university associate, adjunct professional with experience in K-12 program development or implementation, and one representative with leadership experience from a community organization or board experience.

2. The Role of the CEO

Although the Chief Executive Officer of the Corporation is the final decision maker with respect to day-to-day operations of the School, he/she will report to the LCS who will approve the School's policies and monitor progress outcomes.

The CEO in collaboration with staff and parents will develop each of the following:

a. ***Policies and Procedures***
Propose and implement policies and procedures for the operation of MLA, which are consistent with this Charter. In the absence of any previously adopted policy or procedure of MLA, the School may first follow the adopted policy or procedure of LUSD where appropriate. Notwithstanding any existing policy or procedure of LUSD, MLA may adopt and enforce any policy or procedure for that is consistent with this Charter.

b. ***School Staff***
Develop staff training programs, class organization, and student supervision schedules of MLA and determine the support needs of the staff and students.

c. ***Operating Budget***
Develop annually an operating budget reflecting revenues, including but not limited to the categorical and block grant revenues, lottery funds, Title I funding, and any additional grant funds or sources of revenue, including donations, available for the operation of MLA.

d. ***Facilities Maintenance/Capital Budget***
Make periodic assessments on the physical condition of the facility, and provide recommendations on facility needs, costs, time schedules and priorities for use in establishing budgets for maintenance and renewal of plant and growth needs of the charter school to be requested of District, to the extent MLA utilizes District facilities.

e. ***Educational Program Administration***
Provide direction and administration of the Mandarin program to be offered, to assure effective implementation of application and admission procedures, and to measure ongoing appropriate assessment of student performance.

f. ***Other Duties***
Perform, or further delegate, such other duties as may be convenient or necessary for the operation of MLA.

Element 5: Employee Qualifications

All individuals employed by the Mandarin Language Academy (MLA) must possess the personal characteristics, knowledge base and successful experiences in the responsibilities and qualifications identified in the posted position. The Chief Executive Officer (CEO) should possess a California Clear Administrative Services Credential or have equivalent training, and have 5 years of progressively higher levels of leadership experience in teaching or administration. He/she should have a minimum of 5 years of teaching and/or teacher leadership experience in charter or public schools. All teachers must hold valid California Commission on Teacher Credentialing teaching certificate, permit or other document equivalent to that specified by the California Department of Education. Teachers must be highly qualified according to NCLB and credentials shall be maintained on file in the Personnel Office of the Lakeside Union School District. All persons must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, employment physical, proof of identity, right to work in the United States and TB screening).

The Lakeside Union School District (LUSD) shall be deemed the exclusive school employer for the employees who voluntarily accept assignment to the charter school for purposes of the Educational Employment Relationship Act. LUSD shall have the sole responsibility and authority to select, evaluate, assign, discipline, dismiss and transfer personnel consistent with charter law, federal law and state law and other applicable contractual arrangements. The MLA shall endeavor to provide compensation and benefits for non-core subject areas per charter law. LUSD staff who work at the MLA shall be "on loan" or other arrangements, to the extent consistent with LUSD Board Policy.

Element 6: Health and Safety

6.a. Health and Safety Guideline

The Mandarin Language Academy (MLA) has developed and will maintain an updated safety and emergency response plan.

The Mandarin Language Academy shall comply with all provisions of Education Code 44237, including the requirement that as a condition of employment each new employee and contractors or consultants not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary before they can perform any duties at the Mandarin Language Academy. The requirements for criminal records review shall meet or exceed District personnel standards. All persons assigned to work at the school will be processed by the personnel department and must undergo a criminal record review.

The Mandarin Language Academy will comply will all requirements of CalOSHA, Family and Maternity Leave Act (FMLA) and the California Family Rights Act as required under the law for Charter Schools.

Records of student immunizations shall be maintained, and staff shall honor the Lakeside Union School District requirements for periodic TB tests. The Mandarin Language Academy will require all enrolling students and staff to provide documentation of immunization in accord with requirements of the Health and Safety Code Sections 120325-120375 and CA Administrative Code Section 6000-6075. This includes immunizations for polio, diphtheria, tetanus, peruses, measles, mumps, rubella, and hepatitis B as described in Department of Health Services Document IMM-231. The school will also require that all incoming kindergarten students show proof of recent dental screening, as outlined in state legislation as of 1/1/2007.The school intends to employ a nurse, or contract services, to provide oversight of immunization requirements and annual health screenings including, but not limited to hearing, vision and scoliosis as required by law for Charter Schools. Processes outlining the administration of medication to students will be implemented according to requirement of District and State regulations. The school will provide food services for the students attending the charter school to the extent required by law. The school may contract with the District or any other source to provide such food services.

Emphasis will be placed on student behavior with specific development of a code of student conduct which embodies high expectations for all students reflected within the school culture.

The Mandarin Language Academy will develop further health, safety, and risk management guidelines in consultation with its insurance providers and risk management experts and will continue to update them annually.

6b. Facilities

The Mandarin Language Academy expects to utilize the facilities that will be located within and provided by the Lakeside Union School District, which may be on the campus of Riverview International Academy located at 9308 Winter Gardens Blvd. Lakeside, CA 92040.

So long as the school occupies District facilities, it will maintain those facilities in accordance with a mutually agreed upon facilities MOU. In the event the school occupies any additional facilities not owned by the District, the school will maintain on file records documenting compliance with fire, health, and structural safety requirements in accordance with SB 1054 (as enacted in 2005), to the extent applicable. Appropriate disaster and safety plans have be developed and visibly posted.

Element 7: Achieving Racial and Ethnic Balance

7a Guidelines for obtaining racial and ethnic balance

To create a school community that reflects both cultural and economic diversity the Mandarin Language Academy (MLA) will attempt to recruit students, from a range of ethnic, linguistic, and racial populations. The school commits itself to quantifiable efforts designed to show its commitment to a diverse student body. Recruitment strategies will include the following good faith efforts:

- Announcing the School's interest in seeking applications in publications the District provides for such purposes quarterly.
- Expend at least $500 annually on print and electronic media, flyers and direct mail to recruit applicants of diverse backgrounds;
- The development of outreach materials in other languages, including Spanish, to reach parents who are not English speakers;
- Annual Outreach to community groups, agencies and other organizations that have direct contact with the racial and ethnic communities.
- An enrollment timeline that allows for a broad-based recruiting and application process, and that is aligned with the diverse needs and composition of the prospective population.
- The design and distribution of outreach and informational materials to appeal to the various racial and ethnic groups within the San Diego County area.
- Outreach meetings/information distribution to reach prospective students and parents to be coordinated at local libraries.

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The School will maintain auditable records of the above activities, ethnic balance, and expenditures.

The School will establish an open enrollment period of at least 60 consecutive days each year within the months of Dec.1-Feb.15 and Feb.16-May 31. Notice of the open enrollment period, the admissions process, and the place of any lottery will be included in public literature. This includes the appropriate recruitment materials, advertisements and forums mentioned above.

The Mandarin Language Academy will continuously engage in these efforts for the life of the charter, commencing on Feb. 1 of each successive year of the charter, unless these procedures are adopted and revised in writing by the school's Board of Trustees.

Element 8: Student Admissions Policies

8.a. Admissions requirements:

Charter schools are schools of choice. All students in the Lakeside Union School District and all other districts are eligible to attend the Mandarin Language Academy (MLA). The school shall be non-sectarian in its programs, admissions policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability.

If more students than can be admitted apply, the following admission processes will be followed:

1. Currently enrolled students are guaranteed admissions and exempted from the lottery.
2. Siblings of students of children who are presently enrolled in the MLA will be guaranteed admission as space is available and are exempted from the lottery.
3. If there are no spaces for the sibling in the desired grade, the sibling would be put on the waiting list for admission to that grade ahead of all others on the waiting list for that grade.
4. Children of faculty shall be granted a guarantee of admission, not to exceed 5% of the student population.
5. Children of Founders of the MLA not to exceed 3% of total enrollment are exempted from the lottery and guaranteed admissions.
6. Children residing within the district's boundaries will have two ballots with name on them in the drawing pool.; and then
7. All other children will have one ballot with name on it in the drawing pool.

8.b. Admissions Guidelines:

- Parents of student applying for admissions need to complete a non-discriminatory application during one of the school's open enrollment periods: Dec.1-Feb.15 and Feb. 16-May 31. After May 31, applications may only be received if there is an open position in that grade level. If waiting list exceeds 100 during any given enrollment period, the school may choose to cancel subsequent enrollment period for that school year.
- Parent or guardian must visit the campus at a time of their convenience, or attend a scheduled informational meeting during which a staff member details the school's expectations of both student and family. Evidence of such a visit represents school's efforts to help parents to make an informed educational choice for their child and not as a means of exclusion.
- Once a student is accepted, the school will conduct an interview with student and parent. Consensus is reached between parent and staff to determine if the school can meet the individual needs of the student.
- Student and Parent must sign the School/Home Agreement.

8.c. Lottery Guidelines

Should the Mandarin Language Academy receive a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a single weighted random public lottery, aligned and consistent with federal and state requirements and guidelines, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery.

The lottery procedures will be as follows:

1. The school will enlist the services of an outside agency or auditor (preferably the District or an entity recommenced by the District) to monitor and verify the fair execution of all activities related to holding the lottery;
2. The lottery will take place within 30 days of closing the open enrollment period as defined above.
3. The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
4. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so;
5. All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school;
6. The charter school will comply with all applicable state and federal laws and with District policy as it relates to the oversight of charter schools.
7. The lottery shall draw names from a single pool of ballots or identified pools of ballots designed to establish a diverse student population.
8. The ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.
9. The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
10. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and shall have 10 business days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the 10-day period will forfeit their right to enroll their student in the school for that school year. The school will not maintain a revolving waiting list from year to year. Parents who are interested in enrollment in the MLA must re-apply after Dec. 1st the following year.
11. The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

Element 9: Annual Financial Audits

An annual independent fiscal audit of the books and records of Mandarin Language Academy (MLA) will be conducted as required under the Charter Schools Act, section 47605(b)(5)(l) and 47605(m). The books and records of Mandarin Language Academy 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 will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Executive Officer (CEO) and the audit committee of Lakeside Charter Schools, Inc. (LCS) if any, will review any audit exceptions or deficiencies and report to LUSD regarding how it proposes to resolve them, along with an anticipated timeline for the same.

The independent fiscal audit of Mandarin Language Academy is public record to be provided to the public upon request.

Lakeside Charter Schools, Inc. shall maintain separate budgeting and financial records for Mandarin Language Academy from any other charter schools operated by the corporation. MLA may contract with LUSD for the financial administration of Mandarin Language Academy including, but not limited to the following:

a) Establish and maintain a chart of accounts.
b) Provide the Mandarin Language Academy annual draft budget for LCS Board consideration and approval.
c) Provide purchasing services for supplies
d) Provide cash management services
e) Prepare financial statements on a monthly basis
f) Coordinate preparation of annual financial audits with an independent auditor
g) Apply on behalf of Mandarin Language Academy for state block grant funding for charter schools, state and federal categorical funding and reimbursement of state-mandated costs for which the school may be eligible
h) Provide payroll services
i) Assist in the acquisition of appropriate facilities for Mandarin Language Academy, and in the negotiation of terms and conditions under which the facility will be provided.

Element 10: Student Suspensions and Expulsions

10.a. General Policies

The understood purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community.

The Mandarin Language Academy (MLA) will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

While suspension and expulsion are to be regarded as a last resort, the following represents some of the suggested grounds for such action:

1. The threat, causation, or attempted causation of physical injury to another person;
2. Possession of a weapon (e.g. firearms, knives, and explosives) as grounds for immediate expulsion;
3. Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant;
4. Theft, robbery or attempted robbery of another person's property or school property;
5. Significant damage or attempt to damage school property;
6. An obscene or offensive act or habitual profanity/vulgarity;
7. Persistent failure to respond to correction, especially as to respect for staff, respect for others or persistent and repeated failure to follow student rules;
8. Committed or attempted sexual harassment or assault.

10.b. Suspensions

Prior to suspending a student, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for suspension. The student and his/her parents shall also be given an opportunity to meet with the Chief Executive Officer (CEO) or his or her designee to present any evidence as to why a suspension should not be imposed. If circumstances require an immediate suspension, written notice and an opportunity to meet shall be provided to the student and his/her parents within three days of suspension.

Student suspension may only be applied with the approval of the CEO or his or her designee(s). MLA will provide the student and the parent or guardian, with a written notice of suspension and the reasons therefore will provide the due process rights. A suspension may be appealed to the LCS Board that shall have the right to rescind or modify the suspension. The parents or guardians of the student will have ten days from delivery of the written notice of suspension to declare in writing their request for an appeal. The LCS Board shall convene a hearing within fifteen (15) days of the receipt of a timely request for an appeal. At the hearing the student shall have the right to representation, the right to present evidence, the right to confront and cross-examine adverse witnesses, and the right to question MLA representatives. The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights, and must specify the date, time, and place of the disciplinary hearing. The LCS Board members will consider evidence and/or testimony as it deems appropriate and render a written decision that shall be in the best interests of the student and the School within three days.

If the student is found to have been suspended in error then all evidence of such action will be stricken from their permanent student cum file.

10.c. Expulsions

Prior to expelling a student, if circumstances permit, the student and his/her parents shall be given a written statement of the reasons for the expulsion. The student and his/her parents shall also be given an opportunity to meet with the CEO or his or her designee to present any evidence as to why an expulsion should not be imposed. If circumstances require an immediate expulsion, written notice and an opportunity to meet shall be provided to the student and his/her parents within 24 hours of the expulsion.

A student expulsion may only be applied with the approval of the Mandarin Language Academy CEO or his or her designee(s). The MLA will provide the student and the parent or guardian, with a written notice of the expulsion and the evidence thereof and will provide the due process rights. An expulsion may be appealed to the LCS Board that shall have the right to rescind or modify the expulsion. The parents or guardians of the student will have 10 days from delivery of the written notice of expulsion to declare in writing their request for an appeal. The LCS Board shall convene a hearing within ten days of the receipt of a timely request for an appeal. At the hearing the student shall have the right to representation, the right to present evidence, the right to confront and cross-examine adverse witnesses, and the right to question MLA representatives. The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights, and must specify the date, time, and place of the disciplinary hearing. The LCS Board members will consider evidence and/or testimony as it deems appropriate and render a written decision that shall be in the best interests of the student and the MLA within 24 hours. If the student is found to have been expelled in error then all evidence of such action will be stricken from their permanent student cum file.

Written notice of expulsion shall be provided to the student's former district of residence together with the student's records to the extent required by law.

A student identified as an individual with disabilities or for whom the MLA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The MLA will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the MLA 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. The MLA shall follow the District's guidelines for proceeding with any discipline against a student with a disability and will notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

Once a charter student is expelled, rules of district residency apply. A charter-expelled district student must be treated the same as a district's expelled student and comply with Education Code section 48915.1.

Element 11: Compensation And Benefits

Retirement Systems

All salaried employees are covered by the existing STRS and/or PERS retirement programs and special savings plans offered through the sponsoring District (Lakeside Union School District (LUSD)).

Salary and Benefits

All employees, certificated and classified, who are "on loan", are offered a salary and benefit package the same as the agreements between the District and all bargaining units for comparable positions. Employees who opt to join the charter school from within the District are compensated at the same rate of pay. The Mandarin Language Academy (MLA) reserves the right to amend and revise the total compensation package including salary, benefits, prep time, class size, stipends, and professional growth opportunities with approval from LUSD , CSEA and LTA.

All full-time employees, certificated and classified, receive the benefit package which is provided to employees of LUSD with a similar job description.

Sick and Vacation Leave

Sick leave and vacation time earned by an employee, certificated or classified, during service at MLA is recognized by LUSD under the terms of the charter or support agreements. Sick leave and vacation time earned by an employee at a "regular," non-charter district school is recognized by MLA under the terms of the charter and support agreements. Such leave and time may be "banked" with LUSD in the event that it is not used during service at MLA and on the condition the employee returns to regular LUSD employment.

Leave policies described in the collective negotiations contract between LUSD and the bargaining units are in force as they apply to any school site.

Element 12: Attendance Alternatives

Mandarin Language Academy (MLA) is a school of choice. No student is required to attend. Students choosing not to attend the Mandarin Language Academy may attend other public schools, according to district policy, within their home school district. The school will provide information about attendance alternatives to inquiring parents or students and will refer them to the Lakeside Union School District Office for further clarification of available options, if needed. Transportation is the parental responsibility for families who choose to attend the Mandarin Language Academy.

Element 13: Employees Right to Return

The right to leave the District and take employment at Mandarin Language Academy (MLA), as well as the right to return to the District for Mandarin Language Academy employees who were previously Lakeside Union School District employees, will be as specified in District policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated by nonprofit public benefit corporations, or in individual agreements with staff as approved by the School and District.

Element 14: Dispute Resolution with the Lakeside Union School District

The intent of the following dispute resolution processes is to 1) resolve disputes fairly and in a timely manner, 2) minimize the oversight burden on the district, and 3) frame a charter oversight and renewal process and timeline so as to avoid disputes between the Mandarin Language Academy (MLA) and the Lakeside Union School District.

Dispute Resolution Process for Disputes Arising Between the Charter School and the District

In the event that the school or granting agencies have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the grantor, the Mandarin Language Academy (MLA) and the district agree to first frame the issue in written format and refer the issue to the superintendent of the district and the Chief Executive Officer (CEO) of MLA. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The CEO of MLA and the Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from LUSD and two from the LCS Board who shall jointly meet with the superintendent and the CEO and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the CEO shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the superintendent and the CEO, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding. Costs for arbitration will be shared equally by the district and the charter school. If no resolution is reached, the LUSD board of trustees shall vote to resolve the issue.

Element 15: Public School Employee

LUSD shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

Element 16: School Closure

The following procedures will apply in the event Mandarin Language Academy (MLA) closes per Education Code Section 47605(b) (5)(P)). The following procedures apply regardless of the reason for closure.

Closure of MLA will be documented by official action of the LCS Board. The action will identify the reason for closure.

The Chief Executive Officer (CEO) will ensure notification to the parents and students of the School closure and will provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the LCS Board's decision to close the School.

As applicable, the MLA will provide parents, students and LUSD 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 the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The MLA will ask LUSD to store original records of MLA students. All records of the School will be transferred to LUSD upon School closure or to the County Office of Education if LUSD is unwilling or unable to store the original records. If neither LUSD nor County Office of Education will store the records, the original records will be returned to the school district of residence of each student.

As soon as reasonably practical, an independent audit of Mandarin Language Academy's final financial records will be completed. The independent audit will be completed as soon as reasonably practical, which is generally no more than six months after closure. Mandarin Language Academy will pay for the final audit to the extent it has sufficient assets to do so. The audit will be prepared by a qualified Certified Public Accountant selected by Mandarin Language Academy Board and will be provided to the District promptly upon its completion.

On closure of Mandarin Language Academy, any net assets of the school remaining after discharge of all outstanding liabilities, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, will be distributed to another public school operated by LUSD. On closure, LCS, Inc., and the Mandarin Language Academy will remain solely responsible for all liabilities arising from the operation of Mandarin Language Academy.

Other Charter Elements

17. Internal Dispute Resolution

Lakeside Charter Schools, Inc. (LCS) will adopt policies and processes for airing and resolving disputes (other than those between Lakeside Union School District and the Mandarin Language Academy (MLA) relating to provisions of this charter or the relationship between them, which are covered in Element Fourteen [N], above).

The Lakeside Union School District (LUSD) agrees to refer all complaints regarding operations of MLA to the Chief Executive Officer (CEO) for resolution in accordance with the School's adopted policies. In the event that the School's adopted policies and processes fail to resolve the dispute, LUSD agrees not to intervene in the dispute without the consent of the School unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, LUSD's Board of Trustees shall have the ability to intervene in and respond to complaints about the operation of MLA as is required by law.

18. Mandated Cost Recovery

The MLA will be responsible for recovering from the State all eligible mandated costs applicable to the School. LUSD shall, within ninety days of receipt or as timely as possible, reimburse the School for the School's pro rata share of mandated costs that LUSD recovers using the School's enrollment or another basis that incorporates the School to the extent that any such recovery exceeds the actual LUSD cost attributable to the School.

19. Charter Term

MLA will operate as an independent charter school within LUSD. The MLA and LUSD will enter into a memorandum of understanding to provide for contractual indemnification of LUSD by the School, participation of MLA in the risk management and financing programs of LUSD, or purchase of separate insurance for the risks of the MLA, as recommended by the CEO.

The CEO will institute appropriate risk management practices in accordance with the health and safety policies and practices provided herein for MLA.

20. Charter Revisions

Any amendments to this charter shall be recommended by the MLA or requested by the LUSD board of trustees. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code §47605.

21. Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the governing boards of the charter school and the district. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

22. Signatures

Attached to this proposal are the signatures of teachers who have a meaningful interest in teaching at MLA. The number of signatures represents at least half of the number of teachers (3) that the School estimates will be employed at MLA its first year of operation.

IMPACT ON DISTRICT STATEMENT:

Legal Status and Liability
As an independent charter school, MLA operated by LCS shall be liable for the debts and obligations of the School.

Funding
The School elects to receive funding directly from the State of California through the County Treasurer and the County Office of Education in accordance with applicable law and the State's block grant program for charter schools. The School delegates to the District the right to transfer funds from the School's Treasury Account to LUSD in accordance with an MOU to be agreed upon between the parties.

District Services
MLA will operate as an independent charter school within the Lakeside Union School District. The Charter and the District may enter into a memorandum of understanding to provide for contractual indemnification of the District by the School, participation of MLA in the risk management and financing programs of LUSD, or purchase of separate insurance for the risks of MLA. The School will institute appropriate risk management practices in accordance with the health and safety policies and practices provided herein for MLA. MLA and LUSD will negotiate in good faith on an annual basis to develop a memorandum of understanding (MOU) separate from this charter that establishes more specifically the financial and service relationship between the two parties. MLA's purchase of goods and services, if any, from LUSD shall not negate the operational independence of the School from LUSD. Breach of the MOU shall not necessarily constitute breach of this charter.

MLA may purchase services from the District which includes Special Education, financial resources, STRS and PERS reporting, nursing, fingerprinting and credential clearance and testing services. The District, consistent with MLA's MOU, agrees to provide its rationale for determining fair and reasonable pricing of any purchased services.

LUSD may charge for the actual cost of supervisorial oversight of MLA not to exceed one percent of annual revenues unless LUSD provides substantially rent-free facilities in which case it can charge 3%.

Information Exchange
School and District – Records, Reports and Visits
MLA agrees that the School will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.

The records of MLA are public records under the California Public Records Act. However, a record differs meaningfully from a report that must be newly prepared. If LUSD requests a special report of LMA that is neither an existing record nor a record required by applicable law, by this charter or by MLA's annual MOU, then LUSD agrees to pay to the School the School's actual cost of producing such a report.

LUSD may inspect or observe any part of MLA at any time. LUSD agrees it will not do so unreasonably, without notice, or by causing a disruption of student instruction or MLA operations except in the case of emergency.

MLA shall provide LUSD reports as required by current law:

- CBEDS.
- ADA reports J18/19.
- Budget J210 - preliminary and final.

- A school accountability report card using a state approved format.
- Copies of the annual, independent financial audit
- And, as an accommodation to the District, MLA shall further supply the District:
- Reconciliation of the annual audit with the J210.
- Copies of all state mandated test results:
    - STAR
    - CELDT
    - SABE/2
    - California High School Exit Examination

Finally, on or before September 15, the School will approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the School for the preceding fiscal year and will file a copy of that statement with the District.

Changes in these reporting requirements may be incorporated by reference into this charter when the District and the School mutually update their MOU (See Funding, Element 17).

School and Parents – Transferability of Credits

MLA shall notify parents or guardians of the reasons for its belief that all course credits at MLA are as transferable as those of a traditional District school to other schools, colleges and universities. Such notice shall occur via school publications that may include recruiting materials, parent and student handbooks, and occasional newsletters.

PETITION

Petition for the Establishment of a Charter School

We the undersigned teachers believe that the attached proposal for **Mandarin Language Academy**, a charter school, dated May 14, 2009 merits favorable consideration and hereby petition the governing board of Lakeside Union School District to grant approval of the charter pursuant to the educational Code Section 47605 to enable the creation of the charter school. The petitioners listed below **certify that they are teachers who are meaningfully interested in teaching in the charter school**.

By the Lead Petitioner:

Name	Signature	Date

The Teachers authorize the Lead Petitioner or the Lead Petitioner's representative to negotiate any amendments to the attached charter necessary to secure approval by Lakeside Union School District's governing board.

By the Teachers:

Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

Administration:

STEPHEN B. HALFAKER, Ed.D.
District Superintendent
KAMRAN AZIMZADEH
Deputy Superintendent
TINA BRADY
Assistant Superintendent

Board of Trustees:

GELIA G. COOK
TWILA C. GODLEY
C. KEITH HILDRETH
KEVIN C. HOWE
BONNIE LACHAPPA

COUNTY OF SAN DIEGO
BOARD OF SUPERVISORS
2010 NOV 30 PM 2 02
THOMAS J. PASTUSZKA
CLERK OF THE BOARD
OF SUPERVISORS

December 3, 2010

Thomas J. Pastuszka
Clerk of the Board of Supervisors
1600 Pacific Coast Highway, Room 402
San Diego, CA 92101-2471

Dear Mr. Pastuszka:

As we are in the process of acquiring a Conflict of Interest Code for the Lakeside Charter Schools, Inc., I am requesting the Board of Supervisors review the attached packet. Please let us know when this project is complete or if it needs any additional attention.

Thank you for your time.

Sincerely,

Lisa DeRosier
Executive Assistant to the Superintendent
Lakeside Union School District
(619) 390-2606