



LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

LETTER OF INTENT
TO SUBMIT A CHARTER SCHOOL PETITION APPLICATION
2015-2016*

Name of Proposed Charter School:	Celerity Himalia Charter School		
Facility Address or Target Neighborhood of Proposed Charter School:	South Los Angeles		
Type of Charter School:	<input type="checkbox"/> Conversion	<input type="checkbox"/> Start Up	<input type="checkbox"/> Affiliated <input checked="" type="checkbox"/> Independent
Projected Grade Level(s) - Year 1:	K-5	Projected Enrollment - Year 1:	390
Projected Grade Level(s) - Year 5:	K-8	Projected Enrollment - Year 5:	565

LEAD PETITIONER INFORMATION:

Name	Grace Canada		
Address	2069 W. Slauson Avenue		
Phone number(s)	310-922-4262	Fax	323-417-4795
E-Mail Address	gcanada@celerityschoools.org		

OTHER MEMBERS OF THE PETITION DEVELOPMENT TEAM:

Nadia Shaiq	
Celesta Deter	
Kendal Turner	

CHARTER SCHOOL AFFILIATION:

If the proposed governing board, a board member, or a petition development team member has an affiliation or connection with another LAUSD-authorized charter school or prior petition, please provide a description of the connection, including the name of the school(s). This information will help to ensure that your petition is assigned to the appropriate Charter Schools Division staff.

Celerity Nascent Charter School, Celerity Dya Charter School, Celerity Troika Charter School, Celerity Octavia Charter School, Celerity Cardinal Charter School, and Celerity Palmati Charter School

PETITIONER ORIENTATION:

Have any members of the petition development team attended a Charter Schools Division Petitioner Orientation? If so, please provide attendee name(s) and date(s) of attendance:

Grace Canada	<i>Grace Canada</i>	9/16/2015
PRINT NAME OF LEAD PETITIONER	SIGNATURE OF LEAD PETITIONER	DATE

*Please note that this letter is valid only for the 2015-2016 school year. If the petitioner team determines not to submit its petition within this school year, it must submit a new Letter of Intent if and when it intends to submit a petition in a subsequent year.

Please submit completed form to the Charter Schools Division, Attention: Mayra Hernandez, via fax (213-241-2054) or email (mayra.d.hernandez@lausd.net).



Certified resolution of the school's governing board to designate the onsite financial officer for the establishment of Celerity Himalia Charter School (CHCS) and accept the terms and conditions of their designees

a. On-site Financial Manager

WHEREAS, Celerity Himalia Charter School's Board designates Kendal Turner to replace Raquel Nieto-Tyler as the on-site financial officer,

THEREFORE BE IT that the acting Board of Directors ratifies and acknowledges the designee, Kendal Turner as the On-Site Financial Manager

RESOLVED, Celerity Himalia Charter School's governing board accepts the above terms, and be it further

RESOLVED, and effective September 15, 2015; and be it further

RESOLVED, this resolution to be signed by the acting secretary Tirza Rivera dated this day, at this Special Board Meeting, on September 15, 2015.

September 15, 2015

Date: _____

Tirza Rivera, Board Secretary



WHEREAS, Celerity Educational Group wishes to officially submit the petition for the establishment of the Celerity Himalia Charter School to the Los Angeles Unified School District;

WHEREAS, Celerity Educational Group has reviewed the requirements to submit a charter a petition and supporting documents to the Los Angeles Unified School District which includes operation budgets for the charter schools that provide for reasonable operational expenses;

WHEREAS, Celerity Educational Group agrees to meet all terms and conditions for the operation of the charter;

NOW, THEREFORE BE IT RESOLVED that the Board of Directors is officially submitting the charter petition to the Los Angeles Unified School District.

BE IT RESOLVED that the Lead Petitioner for the establishment of Celerity Himalia Charter School will be Grace Canada.

BE IT RESOLVED that the school will continue to contract with an independent firm such as CSMC to handle the financial management and will designate Raquel Nieto-Tyler as the individual responsible for overseeing the internal financial management.

BE IT RESOLVED that the on-site administrator will be Nadia Shaiq.

PASSED AND ADOPTED by the Celerity Educational Group at a meeting held on June 1, 2014.



Tirza Rivera, Secretary

Celerity English Learner Instructional Plan

Overview

Celerity Charter Schools will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Celerity's English Language Development Portfolios will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

The English Language Development Program is a process through which the students achieve advanced fluency in all areas of language: thinking, speaking, writing, and reading. Instruction is differentiated to address specific needs. Students are actively involved in questioning, collecting data, reflecting on the information, using the information, and assessing their work. In addition, the culture and home language of our students are valued, respected, and incorporated into the learning process.

Celerity will monitor implementation of the Celerity English Learner Master Plan to determine the effectiveness of the program and the services we are providing our English Learners. In addition, we will provide timely feedback and identify needed modifications to all our stakeholders. Finally, we will utilize established internal accountability for administrators, curriculum specialist, teachers and stakeholders to ensure continuous growth for our English Learners.

Identification

Potential new EL students are first identified according to their home language survey. Students whose first language is not English are tested using the California English Language Development Test upon enrollment. Their scores on the CELDT determine their individual proficiency level for purposes of planning their instruction.

Parent Involvement and Notification

Once an English learner student is identified, a conference is scheduled with the parent to outline the instructional program, the teachers' role in implementing the instructional program, the school's role in supporting the instructional program, and the parent's role in supporting the student to succeed. The result of such meeting is incorporated into the student's ILP.

Instructional Materials

Celerity Charter Schools uses the following instructional materials and instructional resources to support ELL students: classroom instruction is aligned to ELD instructional framework and standards, students are taught how to use thesauruses, English Language Arts textbooks and materials are state-adopted and contain a built-in ELD component, supplemental ELD material from publishers such as Houghton Mifflin, each classroom contains a culturally relevant classroom library, classroom instruction incorporates the use of hands-on activities using objects and artifacts related to real life, and manipulatives, and technology is used as a tool for language acquisition.

ELD Instruction

Celerity Charter Schools use Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies to provide students access to the core curriculum through a content-based and scaffolded program. In order to enhance academic achievement, the program:

1. activates and builds on prior knowledge
2. sets the purpose for learning
3. focuses on acquiring vocabulary in context
4. provides opportunities for direct teaching of skills and problem solving
5. provides opportunities for scaffolded language and content

Classroom teachers use graphic organizers, pre-teach and re-teach activities during small group sessions, student conference period, etc. The program is individualized for students depending on where they are in the English language continuum. Teachers at existing Celerity campuses differentiate instruction for ELL students daily both in the integrated ELA-ELD time as well as during ELD block where non-ELL students work independently or centers while the teacher meets with the ELL students. Students at the lower ELD levels have more context embedded materials. As they progress in acquiring English language, the concepts become more abstract. The focus of learning moves from learning to read to reading to learn, where students process content and information.

To help ensure access of EL students to all content areas, Celerity Charter Schools provide staff development to all teachers of EL students in instructional methodologies that support the special

learning needs of second language students. Additionally, any teacher who teaches English classes for EL students holds an appropriate credential or demonstrates satisfactory progress toward obtaining such credentials.

Celerity Charter Schools makes every effort to recruit teachers who are bilingual or have state authorization to teach English learners such as BCLAD, CLAD, SB 1969, and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes.

Monitoring Progress

Identified EL students are monitored by teacher observations, the annual CELDT test, and their academic progress. To assist students who do not progress through the ELD Levels, teachers infuse culturally relevant pedagogy into the classrooms. Culturally relevant pedagogy validates EL students by embracing the cultures from which student come from, integrating students' culture in the learning process, and motivates students to learn by making learning relevant. In addition, grade-level collaborative units and projects contain differentiated lessons for ELLs. Classroom instruction incorporates the use of scaffolding techniques and graphic organizers. Students struggling with English language acquisition also have opportunities to learn in flexible small groups and one-on-one instruction with the teacher and/or teacher assistant. ELD Portfolios are used to monitor and document language acquisition for each ELL. ELL student progress toward the ELD standards is examined 4 times a year through ELA assessments (such as the Houghton-Mifflin curriculum based assessments, SchoolNet Benchmark Assessments, and Study Island Assessments), ILPs, and ELD Portfolios. ELLs also have opportunities to receive additional instructional support during Celerity Charter Schools' after-school tutoring.

Curricular Focus	Measurable Outcomes	Goals	Instrument
English Language Development	<ul style="list-style-type: none"> • Demonstrate verbal and written proficiency in English according to ELD standards • Students will advance one ELD level each year in the lower ELD levels. 	<p>Percentage of students increasing one performance level on the CELDT/ELPAC will exceed 80% each year.</p> <p>Percentage of students redesignated will exceed 10% each year.</p>	<ul style="list-style-type: none"> • CELDT (Annual) • Teacher Grade-level created Performance Assessments (Once per trimester) • Journeys/McDougal Littell Curriculum Based Assessments • Individual student conferences (4 times per year) • Assessments (Initial identification & According to Pacing Plan)

Reclassification Criteria:

The goal for reclassification is for all ELL students to gain fluency in English as quickly as possible in a non-threatening setting. Celerity Charter Schools use the following criteria for reclassifying English Learners:

ELL Students in grades 1 and 2:

- 1- The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2- The student is judged successful in a mainstream English program based on marks of 3 (proficient or at grade-level) or 4 (advanced or above grade-level) in English Language Arts on the Elementary Progress Report.
- 3- The student meets proficiency goals on three consecutive ELA Benchmark Assessments (SchoolNet and Curriculum Based Unit Assessments)
- 4- The parent has been consulted and notified that the student is eligible for Reclassification.

ELL Students in grades 3 through 5:

- 1- The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2- The student is judged successful in a mainstream English program based on marks of 3 or 4 in English Language Arts on the Elementary Progress Report.
- 3- The student scores Proficient or above on the ELA section of the Smarter Balanced and/or internal assessments.
- 4- The parent has been consulted and notified that the student is eligible for Reclassification.

ELL Students in grades 6 through 8:

- 1-The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
- 2-The student scores Proficient or above on the ELA section of the Smarter Balanced and/or internal assessments.
- 3-The student is judged successful in a mainstream English program based on a grade of C or better in English.
- 4-The parent has been consulted and notified that the student is eligible for Reclassification.

Celerity Charter Schools adhere to all applicable federal, state, and judicial mandates for English Learners.

**CERTIFICATION THAT CELERITY HIMALIA CHARTER SCHOOL WILL COMPLY
WITH ALL APPLICABLE LAW**

I, Grace Canada as CEO of Celerity Educational Group, hereby certify that Celerity Himalia Charter School ("Charter School") shall comply with all applicable laws including, but not limited to, the following:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. (Ed. Code, § 47605(c)(1).)
- The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. (Ed. Code, § 47605(b)(5)(O).)
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. (Ed. Code, § 47605(d)(1).)
- The Charter School shall not charge tuition. (Ed. Code, § 47605(d)(1).)
- The Charter School shall admit all students who wish to attend, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. (Ed. Code, § 47605(d)(1)-(2).)
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). (Ed. Code, § 47605(d)(1).)
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. (5 C.C.R. § 11967.5.1(f)(5)(C).)
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in

other public schools are is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. (Ed. Code, § 47605(l).)

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer, at a minimum, the required number of minutes of instruction based on grade level. (Ed. Code, § 47612.5(a)(1)(A)-(D).)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. (Ed. Code, § 47605(d)(3).)
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection as required by law. (Ed. Code, § 47612.5(a)(2).)
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. (Ed. Code, § 47605(c)(2).)
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. (Ed. Code, §§ 47605 & 47605.1.)
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. (Ed. Code, §§ 47610(c) & 47612(b).)
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- Meetings of the governing board for the Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. (5 C.C.R. § 11960(b).)


Grace Canada, CEO
Celerity Educational Group, Lead Petitioner


Date

Curt Hessler

570 Bradford Street, Pasadena, CA 91105•626-799-5257

curt@hesslermail.net or hessler@law.ucla.edu

1973 YALE LAW SCHOOL Newhaven, CT

- JURIS DOCTOR

1976 UNIVERSITY CALIFORNIA OF BERKELEY Berkeley, CA

- MA ECONOMICS
-

Memberships

Member ~ Council on Foreign Relations and Pacific Council on International Policy

Co-author ~ Memorandum for the President (Basic Books, 1981).

BAR ADMISSIONS~ California Bar Association

Board of Directors:

~ Evercore Partners, Inc

~ Learning Tree Int'l. Inc.

~ The Skid Row Housing Trust

~ Celerity Educational Group

SKILLS

Attorney and former Assistant Secretary of the Treasury for Economic Policy; Executive Director of President Carter's Economic Policy Group; and Associate Director of the President's Office of Management and Budget.

In addition he has over two decades experience at the CEO/Board-level leadership in the media and IT industries and is a Professor at the UCLA School of Law with extensive experience in finance, strategic development, and law.

Dana Walden

23268 Red Rock Road, Topanga, CA 90290
dwalden@celerityschools.org (310) 430-9831

Objective

Professional specializing in managing the visionary and creating programs that can be sustainably actualized

Experience

2005 to Present **The Dream Project** Los Angeles, CA

CO-FOUNDER

- The Dream Project is a grade K-12 educational program that empowers students to make connections between local and global issues through the medium of local service projects and the United Nations [Millennium Development Goals \(MDGs\)](#).

1995-Present **Laurel Canyon Animal Co.** Los Angeles, CA

OWNER

- Owner of Music, video and school development programs
- Specializes in fund raising for animal rescue organizations and student awareness programs in middle schools

Education

- University of Illinois
 - Parkland College
 - Danville Junior College
-

Memberships

- Principal Producer and founder of Enlightened Innertainment (EI)
 - Board Member, Celerity Educational Group
-

SKILLS

Experience working within the non-profit model as well as hands on in the classroom. He has created media (visual and audio) products and projects that have reached millions of people worldwide.

FRANCISCO TOMAS MARES, CPP

✉ 4115 Glencoe Avenue, Suite 305, Marina Del Rey, California 90292
☎ 323.573.7952 ✉ paco270@gmail.com

~ DIRECTOR, PAYROLL ~

QUALIFICATIONS PROFILE

Highly analytical, detail-oriented, and tenacious senior executive, powered with broad-based experience in managing the company's daily payroll operations. Demonstrate expertise in ensuring accuracy and compliance of all reports with established federal, state, and local regulatory reporting requirements and guidelines. Show adeptness in developing and implementing initiatives for the company to optimize efficiency and achieve target goals. Exemplify proven ability to multitask in a fast-paced environment with dedication to superior service. Leverage outstanding communication talents and bilingual fluency in English and Spanish, necessary in establishing long-term quality customer relationships.

KEY STRENGTHS

- Payroll Management and Operations
- General Accounting and Auditing
- Leadership, Training, and Team Building
- Excellent Organizational and Interpersonal Skills
- US Garnishment Rules and Federal/State Regulations
- Continuous Process Improvement
- Problem Resolution and Decision-Making
- Strong Written and Verbal Communication Skills

PROFESSIONAL EXPERIENCE

▪ SCREEN ACTORS GUILD—AMERICAN FEDERATION OF TELEVISION AND RADIO ARTISTS (SAG-AFTRA) (SAG and AFTRA merged in 2012), LOS ANGELES, CA: 2001–2013

<i>Director, Payroll</i>	2012–Present
<i>Senior Manager, Payroll</i>	2010–2012
<i>Manager, Payroll</i>	2007–2010
<i>Supervisor, Payroll</i>	2005–2007
<i>Administrator, Payroll</i>	2004–2005
<i>Bookkeeper, Payroll</i>	2001–2004

Provide expert oversight to all facets of payroll operation of more than 650 employees, amongst 160,000 performers of SAG-AFTRA's database. Spearhead the Employee Travel and Expense Department; along with all activities of staff, payroll administrators, senior accountant, and bookkeeper. Take charge of organizing payroll information, files, and records in written and electronic formats, for the purpose of providing an up-to-date reference and audit trail for compliance. Oversee the preparation of general ledger entries for labor cost analysis, including Audit W-4s, payroll balance sheets, quarterly filings, and others. Guarantee strict compliance of all existing payroll practices and procedures of the company with all established guidelines and protocols. Render strategic leadership and guidance to the Payroll Team by structuring quantifiable performance metrics and administering semi-annual associate reviews to develop their competencies and achieve their maximum level of potential. Work collaboratively with department managers and directors to measure labor costs (P/Ls) and determine areas of improvement. Maintain frequent interaction with internal associates and external partners toward timely and accurate processing of payroll, including deductions and garnishments. Efficiently address ongoing compliance issues arising from changing federal, state, and local legislation and mandates.

Notable Achievements:

- Consistently received promotions to higher level positions by displaying high degree of personal commitment and exemplary leadership performance
- Led the seamless implementation of payroll systems upon the successful merging of SAG and AFTRA's payrolls
- Drove all efforts to successfully implement an innovative payroll practices to optimize efficiency
- Played a vital role in setting up new state tax IDs for state income tax and unemployment
- Functioned as the subject matter expert on all aspects of payroll administration including the latest laws and regulations impacting payroll
- Served as the focal point contact with the Human Resources Department beginning summer 2004
- Proposed innovative recommendation by evaluating current processes and completing improvement analysis
- Earned distinction for completing all payroll functions under time constraints
- Displayed remarkable consulting skills in areas of payroll initiatives and tools to facilitate overall organizational performance

FRANCISCO TOMAS MARES, CPP

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☎ 323.573.7952 ✉ paco270@gmail.com

EARLIER CAREER

Accounting Clerk/Salesperson ■ A.T.S. INSURANCE SERVICES, LOS ANGELES, CA 1998

Bookkeeper ■ LA RUE, CORRIGAN & MCCORMICK, CPA'S, WOODLAND, CA 1997

Accounting Clerk ■ JEROME ZAMARIN, INC., SANTA MONICA, CA 1993-1997

EDUCATION

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION-FINANCE: DEC 2002
■ California State University, Northridge, Northridge, CA

CERTIFICATION

Certified Payroll Professional: Oct 2008-Present

PROFESSIONAL AFFILIATIONS

Member, Fundamental Payroll Professional Exam Review Committee: 2012-Present
Member of the Certified Payroll Professional Advisory Committee: 2011-Present
President/Treasurer/Secretary, Greater Los Angeles Chapter of the American Payroll Association: 2009-Present
Member, National Chapter of the American Payroll Association: 2006-Present

AWARDS & HONORS

American Payroll Chapter President Citation, 33rd Annual Congress Awards Ceremony-MGM Grand, Las Vegas, NV: May 2015

ACTIVITIES

Director, Christ Chapel of the Valley (CCOV), North Hollywood, CA
Board Member, Celerity Schools

TECHNICAL PROFICIENCY

ADP: Pay eXpert, PC/Payroll for Windows (PCPW), EZ Labor Manager, iPay, ReportSmith, Workforce Now, and QlikView
Microsoft Office Suite: Excel, Outlook PowerPoint, and Word | MS Access | MS SharePoint
FileMaker Pro | Oracle E-Business Suite | Oracle's Discoverer Reporting | Mas90 | QuickBooks

Julie Stern

11309 Dona Isabel Drive, Studio City, CA 91604
jstern@celerityschools.org (323) 656-3116

Objective

My goal is continually maintain a collaborative environment among network groups and 3rd party companies to maximize and fulfill efficient creative and financial company expectations

Experience

2012 to Present **NBC** Los Angeles, CA

EXECUTIVE-NETWORK
CONSULTANT

- Responsible for all aspects of Development and Production of Programming

2006 to 2012 **LIFETIME ENTERTAINMENT** Los Angeles, CA

VICE-PRESIDENT, PRODUCTION

- Responsible for all aspects of Development and Production of Unscripted Programming
- Complete oversight of casting, presentations, pilots, focus testing, "greenlight to air" projections and all series.
- Responsible for all show related finances including vetting and approving all budgets, weekly cost report monitoring, projects and authorizing release of all 3rd party funds.

2005 to 2006 **MTV Networks** Los Angeles, CA

CO-EXECUTIVE PRODUCER/CONSULTANT

2004 **REVEILLE/FREMANTLE/CBS** Los Angeles, CA

PRODUCER

2003 **LIFETIME TELEVISION** Los Angeles, CA

CO-EXECUTIVE PRODUCER

Julie Stern

11309 Dona Isabel Drive, Studio City, CA 91604
jstern@celerityschools.org (323) 656-3116

2003

REVEILLE/UNIVERSAL TELEVISION

Los Angeles, CA

SUPERVISING PRODUCER

Education

Chose to withhold this information

Memberships

- Academy of Television Arts and Sciences
- Producer's Guild of America
- Member, Board of Directors, Celerity Educational Group

SKILLS

A highly seasoned Producer with an impressive range of experience, having worked with almost every major broadcast and cable network. Record of successes in a wide variety of genres along with a reputation for production strategies and strength of character. Was responsible for oversight of all unscripted programming, including the Emmy Award winning hit reality series, Project Runway. Other credits include: numerous nationally televised live events, such as the Primetime Emmy Awards, MTV Video Music Awards and the People's Choice Awards; the Emmy Award winning series Win Ben Stein's Money; and a successful six year tenure at Buena Vista Productions/The Walt Disney Company as the Executive in Charge of Productions. Involved in the non-profit community includes producing and directing high-profile charity events for organizations such as Aids Project LA and the Lupus Foundation.

Ron Ben-Yehuda

801 S. Grand Avenue, Los Angeles, CA 90017
rben-yehuda@strategiclaw.com
(310) 779-1349

Objective

With more than twenty years of experience, my goal is to continue helping clients to commercialize their intellectual property and technology. Work with clients at all stages, from pre-investment startups to established mid-market companies to Fortune 100 companies.

Experience

2014 to present Strategic Law Partners Los Angeles, CA

Partner

- **Technology Licensing, Development and Marketing and Related Services:** Hundreds of patent, software, content, trademark and other licenses; technology development deals; joint ventures; strategic marketing relationships; manufacturing and fabrication agreements; revenue sharing relationships; and sales and marketing agreements of all types.
- **IT acquisitions, licenses and services and BP Outsourcing:** Outsourcing and other technology-related acquisition, license and service agreements and related SLAs.
- **Mergers and Acquisitions:** Sales of intellectual property or of businesses that hold significant intellectual property and the associated intellectual property due diligence.
- **Online Sales and Marketing; SaaS:** Agreements relating to e-commerce and other online activities, including agreements involving cloud-based applications and services and online marketing and advertising, as well as all related privacy policies and terms of use.

2011 to 2013 iolo9 technologies Los Angeles, CA

Chief Business Development Officer and General Counsel

2004 to 2011 Gibson Dunn & Crutcher Los Angeles, CA
Partner

Ron Ben-Yehuda

801 S. Grand Avenue, Los Angeles, CA 90017

rben-yehuda@strategiclaw.com

(310) 779-1349

- Oversaw the establishment and development of numerous strategic marketing and technology relationships that generated most of the company's customer acquisition and growth during his tenure

Education

- B.A. in economics, Phi Beta Kappa, summa cum laude, from Yale College,
 - J.D., with distinction, from Stanford Law School
-

Memberships

- Member, Board of Directors, Celerity Educational Group
-

SKILLS

Frequent lecturer and author, speaking at numerous conferences and events, including conferences or events sponsored by UCLA Law School, the USC Computer Law Institute, the Copyright Office, the Practicing Law Institute, KPMG, Southern Methodist University, the Computer Law Association, Glasser LegalWorks, the City of Hope and the Korean Institute of Technology and the Law

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El Segundo, CA 90245

Cell:310-922-4262
Email: gcanada@celerityschools.org

Grace Shin Won Kim Canada

Experience

2005-present
Celerity Educational Group
Los Angeles, CA
Chief Executive Officer (2015 – present)
Senior National Vice President (2013-2015)
Director, School Services (2010-2013)
Founding Principal, Celerity Nascent Charter School (2005-2010)

2003-2005
Overland Avenue School
Los Angeles, CA
Assistant Principal, Elementary Instructional Services

1999-2003
Sixty-Sixth Street School
Los Angeles, CA
Literacy Coach
Classroom Teacher
Grade-Level Chair

1997-1999
Woodworth Elementary School
Inglewood, CA
Classroom Teacher

Education

Pepperdine University
Los Angeles, CA
Ed.D. Organizational Leadership

Pepperdine University
Los Angeles, CA
M.S. Educational Administration
Professional Clear Administrative Credential

Chapman University
Los Angeles, CA
M.A.E., emphasis in Curriculum and Instruction
Clear Professional Multiple Subjects Credential

Occidental College
Los Angeles, CA
B.A. Biology

KENDAL ROBINETTE TURNER

5421 Loring Drive • Marrero, LA 70072
Home Phone (504) 341-6578 • Cell Phone (504) 621-9546
KTURNER@CELERITYSCHOOLS.ORG

EDUCATION:

University of New Orleans	New Orleans, LA	June 2006 - Dec 2007
• Bachelor of Science in Accounting		
Southeastern Louisiana University	Hammond, LA	Aug 1995 - Dec 2000
• Bachelor of Arts in Criminal Justice and Bachelor of Arts in Sociology		

LICENSURE:

Certified Public Accountant

- Louisiana License #26409

Chartered Global Management Accountant

SUMMARY OF QUALIFICATIONS:

- Computer proficient in Windows, Microsoft Office & Works, Word Perfect, Outlook, AS400 QuickBooks, MIP Sage Fund Accounting, Microix, Blackbaud
- Strong interpersonal, communication and analytical skills with servant-leadership management style

WORK EXPERIENCE:

Celerity Global Development	Los Angeles, CA	Aug 2014 – present
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Chief Financial Officer

- Provide financial management and oversight of four individual LEAs and CMO with a combined annual budget of approximately \$70 million for Celerity Schools located in California, Louisiana, Ohio and Florida
- Create risk assessment procedures, provide financial analysis and monitoring of internal controls to develop and implement appropriate responses to prevent, detect and deter possible risks within the network's financial system
- Collaborate with members of senior leadership teams of various states to ensure effective and efficient oversight of school operations, student achievement, parental involvement and community participation
- Manage fee accountant contract providing direct financial oversight to the various states fiscal department within the respective state educational departments

CSMC, Inc.	Temecula, CA	Apr 2014 – Aug 2014
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School Business Director

- Provide financial management and oversight of four individual LEAs and CMO with a combined annual budget of approximately \$17 million for Celerity Louisiana Schools and Celerity Louisiana Group
- Lead the annual planning and budgeting process for CMO and assist the CEO and the principals in the creation of annual budget

New Beginnings Schools Foundation	New Orleans, LA	Nov 2011 – Dec 2013
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Chief Financial Officer

- Provide financial management and oversight of four individual LEAs and CMO with a combined annual budget of approximately \$20 million

- Lead the annual planning and budgeting process for CMO and assist the CEO and the principals in the creation of annual budget
- Provide leadership and oversight of accounting, payroll, cash disbursement cycle, cash receipt cycle, cash management, federal, state and private grants management
- Ensure timely, accurate, and useful financial reporting of monthly, quarterly and annual financial statements on individual LEA and CMO-wide basis to principals and board of directors, federal, state and private funders, and Louisiana State Department of Education
- Act as liaison to CMO's Board of Directors and its finance committee regarding financial strategic planning for short-term and long-term goal setting
- Manage and cultivate finance team to ensure best practices through personal and professional growth

Sean M. Bruno, CPAs

New Orleans, LA

Sep 2011 – Dec 2011

Senior Accountant

- Planned and coordinated the various phases of audit fieldwork such as creation of audit plans and staff requirements, logistics, audit programs and time budgets
- Interfaced with client personnel to review audit and accounting findings, clarify results and encouraged revised practices
- Increased participation in activities outside of the firm to further develop interpersonal and communication skills, with an awareness of practice development responsibilities; such as facilitating continuing education seminars
- Summarized engagement, made planning points for the next year, prepared management letters, draft reports, and prepared routine client correspondence

Bruno & Tervalon, LLP CPAs New Orleans, LA June 2008 – Aug 2011

Senior Accountant

- Assisted in the risk assessments for attestation engagements, including but not limited to financial statement audits, yellow book and single audits for governmental entities, universities, charter schools, non-profit organizations, and small business in accordance with as applicable, GAAP, Governmental Auditing Standards, OMB Circular A-133
- Evaluated internal controls used by clients and assist in the creation of recommendations to clients for improvement
- Conducted audit fieldwork in areas of cash, investment, revenue, cash disbursements and compliance

Operation REACH, Inc. New Orleans, LA Aug 2007 – June 2008

Business Manager

- Managed accounting system of multi-funded nonprofit organization with gross revenue of greater than \$1.5 million, including federal, state, and private funding as well as national direct funding and subrecipient monitoring
- Participated in the national expansion of a nonprofit organization, including the composition of policy and procedure manuals (human resources, financial, site monitoring), the establishment of technology infrastructure, the automation of human resources, and the conversion of accounting systems

VOLUNTEER EXPERIENCE & PROFESSIONAL AFFILIATIONS:

American Institute of Certified Public Accountants

Oct 2007 – present

Louisiana Society of Certified Public Accountants

Oct 2007 – present

Financial Literacy Task Force Committee Member

Zeta Phi Beta Sorority, Inc.

May 1997 – present

NADIA KHALIL SHAIQ

-
- 2125 Carmona Ave. Los Angeles, CA 90016 • (310) 904-2012 • nshaiq@celerityschools.org •

Education:

Administrative Credential (May 2011)

Masters of Education (M.Ed.) (July 2006), University of California, San Diego

Multiple Subject Teaching Credential (SB 2042) with BCLAD (Spanish) (June 2006), UCSD

B.A. in Human Development, minor in Cognitive Science (2005), UCSD

Graduated Phi Beta Kappa and Summa Cum Laude with Highest Department Honors

Professional Skills/Strengths:

- Representative Duties
 - Effectively ran Proposition 39 co-location
 - Oversaw student enrollment and attendance; ran school-wide events
- Human Resources
 - Hired classified staff and assisted in hiring certificated staff
 - Trained, supervised, and evaluated teachers, administrators in training, curriculum specialists, and classified staff
- Professional Development
 - Extensive experience creating, leading, and overseeing professional development and provided support both in general education and special education classrooms
 - Facilitated using data to guide instruction
 - Trained in school safety (FEMA Certified in School Emergency Response)
 - BTSA Mentor (Beginning Teacher Support and Assessment)
 - CELDT Trained (California English Language Development Test)
- Curriculum
 - Monitored and evaluated implementation of K-8th grade curriculum across schools
 - Advised and attended IEP, SST, and 504 plan meetings
 - Taught explicit social curriculum that complements a challenging, standards-based academic curriculum (Love and Logic, Responsive Classroom, Open Minds)
 - Created equitable learning environments through the use of multicultural teaching strategies
- Parent-Community Involvement
 - Strong communication with parents and the community
 - Led parent meetings, workshops, and parent governance meetings
- Communication, Leadership and Ethics
 - Created positive school culture of learning, respect and interpersonal effectiveness
 - Well-developed interpersonal skills and experience with diverse bilingual school populations
 - Fluent in Spanish and Urdu

Work Experience

Celerity Educational Group

- Director of School Services, Celerity Educational Group 7/2013-present
 - Provide leadership, coordination, and support for learning programs and activities to provide high quality programs to students throughout the organization
- Principal, Celerity Octavia Charter School 7/2010-6/2013
 - Led outreach efforts for student recruitment and created a successful Proposition 39 co-location
 - 2010-2011 Enrollment: 145 students; K-5; API: 935

- 2011-2012 Enrollment: 330 students; K-6; API: 895
- 2012-2013 Enrollment: 410 students; K-7
- Curriculum Specialist, Celerity Dyad Charter School 8/2009-7/2010
 - Conducted extensive professional development with 60 teachers
 - Observed, coached teachers Kindergarten-7th grade
- Classroom Teacher 9/2006-8/2009
 - 1st-2nd combination class – Celerity Dyad
 - K-1st combination class – Celerity Dyad
 - 1st grade – Celerity Nascent
- Student Teaching 9/2005-8/2006
 - 1st grade
 - 3rd grade

Research and Publications:

- *Going the Distance: The Challenges of Traversing Cultural and Geographical Space between Home and School*
Published in Discourses and Identities in Context of Educational Change (2011)
- *Critical Discussion in the Primary Grades*
2005-2006 M.Ed. Inquiry Project
- *Bilingual 5-Year-Olds Awareness of Classroom Language Patterns*

References: Available upon request

Tony Martin Beeson
8505 Catalina Avenue
Whittier, CA 90605
(562) 394-2407
Email: Tonymartinb@aol.com

Objective

A position as an elementary teacher in a school with a diverse student population.

California State University Long Beach

Master's in Curriculum and Instruction

Spring 2014

California State University Long Beach

SB 2042 Multiple Subject Credential

Spring 2011

B.A Liberal Studies Major

Spring 2011

Teaching Experience

Administrator in Training

Fall 2014-Present

Celerity Dyad Charter School

Los Angeles, CA

- Supervise classified staff
- Maintain a positive a school environment, including positive discipline and safety for students
- Assist with running school operations

Teacher

Spring 2011-Fall 2014

Celerity Sirius Charter School

Los Angeles, CA

- Maintains professional relationship between school and parents
- Communicates with students, parents, educational personnel and others
- Incorporates higher level thinking skills

Student Teacher, Fifth Grade

Cleveland Elementary School

Spring 2011

Lakewood, CA

- Facilitated comprehensive reading groups.
- Taught all areas of the curriculum and developed a system of classroom management.
- Prepared daily and weekly lesson plans with team teachers.
- Provided Limited English Speaking students with interactive experiences.

Student Teacher, Kindergarten

Cresson Elementary School

Fall 2010

Norwalk, CA

- Served as a *Response to Intervention* reading teacher.
- Taught all areas of the curriculum and developed a system of classroom management.
- Incorporated relevant resources and materials to enhance learning.

Religious Education Teacher

St. John of God

2005-2008

Norwalk, CA

- Taught religious education to local students.
- Coordinated retreats for high school age youth.
- Mentored youth ages 12 to 18.

Employment

Bank Teller

2007-2010

Wells Fargo Bank

Norwalk, CA

- Coordinated team-building activities and events.

Special Skills

Theatre

- Participated in theatre since middle school, all through high school and college.
Acted and sang in over 10 plays and musicals.
- Successfully integrated theatre into various content areas during student teaching.

Teacher Preparation: The UTEACH (Urban Teaching Academy)

- Participated in a yearlong cohort that combined pedagogy and practice in a personalized credential program allowing me to fully prepare as a future educator in a hands-on supportive elementary school setting.

JENNIFER A. FERRER

(562) 774- 5264 (cell); iloves2teach@aol.com

Permanent Address: 13723 Alderton Lane, Cerritos, CA 90703; (562) 921-9521

EDUCATION

California State University, Dominguez Hills

Masters of Arts in Education-December 2006

Major: Multicultural Education

California State University, Fullerton

Bachelor of Science in Education -August 2003

Major: Child and Adolescent Development

Certification

September 1, 2006 to October 1, 2011

Multiple Subject Credential

GPA 3.88

TEACHING EXPERIENCE

Substitute Teacher

**Long Beach Unified* (Fourth Grade-Burcham Elementary)

**ABC Unified* (Elementary-Various)

**Norwalk La Mirada Unified* (Elementary, Middle School, and High School-Various)

Curriculum Specialist

**Celerity Dyad Charter School, Celerity Educational Group, Los Angeles, CA*

Conduct demonstration lessons and assist teachers with curriculum and pacing of instructional programs. Assist classroom teachers in infusing culturally relevant teaching strategies and scaffolding for diverse learners. Plan and conduct informational meetings for parents to assist them in understanding instructional materials, and student progress.

(August 2014-Present)

Teacher

**Celerity Nascent/Troika Charter School, Celerity Educational Group, Los Angeles, CA*

Knowledge of varied learning styles. Managed the classroom and supervised the students. Communicated effectively using written and oral communication skills. Assisted all students in achieving academic standards and establishing high expectations.

(August 2007-August 2014)

**David Burcham Elementary School, Long Beach Unified School District, Long Beach, CA*

**Master Teacher, Patricia Nelson, Teacher of the Year 2004-2005 for Long Beach Unified School District*

Developed and implemented student-centered lessons in all subject areas for a Burcham scholar fourth grade diverse classroom. Lessons were adapted to meet individual needs and gearing lesson to all types of student learners. Taught the Open Court reading program and facilitated a new alternative pacing Math plan. Developed and taught a Social Studies Unit emphasizing California Indians through the use of hands on activities. Promotes an active learning environment in which students were expected to listen to each others ideas and opinions. Attended grade level curriculum meetings, staff meetings, and parent conferences. (September 2005 -December 2005)

**Minnie Gant Elementary School, Long Beach Unified School District, Long Beach, CA*

**Master Teacher, Kellee King, National Board Certified*

Planned and executed lessons in all subject areas in a heterogeneous, diverse first grade classroom. Taught reading and writing through Open Court. Participated in workshop and directed guided reading groups. Created and implemented a science unit on animals. For science lesson on animal coverings, different animal coverings were brought in for the lesson to examine and touch.

(February 2005-May 2005)

ADDITIONAL EXPERIENCE

*Recreation Leader/ Swim Instructor, City of Cerritos, Cerritos, CA (Summer 1999-Current)

*Classroom Volunteer, Carver Elementary, Cerritos, CA (Fall2003-Spring 2004)

PROFESSIONAL DEVELOPMENT

Seminars and conferences attended in 2005 include: WAMU future teacher conference and History/ Social Science conference

PERSONAL REFERENCES

Patricia Nelson- Master Teacher, Teacher of the year for Long Beach Unified School District

Ronald Howarth- Student Teacher Supervisor

HONORS AND ACTIVITIES

Dean's List-Spring 2002

Dean's List-Spring 2000

LEA H. KIM
Lea0173@yahoo.com (510) 258-2750
1926 Manning Ave., #101
Los Angeles, CA 90025

UNIVERSITY OF CALIFORNIA, LOS ANGELES
M.Ed, Multiple Subjects Credential, June 2010
Los Angeles, CA

UNIVERSITY OF CALIFORNIA, LOS ANGELES
BA in Psychology and Education, August 2007
Los Angeles, CA

Inner City Arts, Los Angeles
Los Angeles, CA

Leadership

KFBC Lighthouse Youth
Youth Camp Director
San Jose, CA
Summer 2004

- Organized and directed a comprehensive, 5-day summer camp for over 150 junior high and high school students
- Designed curriculum, seminars and daily activities involving team cooperation, small group sessions, and community
- Led training sessions and meetings for 20 camp staff members in preparation for working with and mentoring campers

Experience

Celerity Dyad Charter School
Teacher , 2nd & 8th Grade Multiple Subject
August 2011-Present

John Liechty Middle
Student Teacher, 6th Math/Science
April 2009- June 2009

Baldwin Hills Elernentary, Audubon Middle
Observation and Participation, K-5
October 2008-December 2008

Private Tutor
Los Angeles, San Ramon, CA
June 2003-Present

- Created innovative and individualized methods of teaching, incorporating interdisciplinary lessons and technology
- Integrated age appropriate media, cultural influence, global perspective and social justice in teaching and most lessons
- Maintained positive and personal relationships fostering open communication and flexibility with students and parents

826 Los Angeles
Tutor/Volunteer

Venice, CA
April 2007- June 2007

- Assisted students with after school homework, projects, and assignments building in computer access and internet use
- Supported, developed and collaborated with students in publishing their own books displaying multiple writing styles

Green Pastures Youth Center
Intern

Los Angeles, CA
January 2006 - April 2007

- Mentored and worked closely with at-risk high school students involved in gang activity and drug and alcohol abuse
- Developed engaging math curriculum and various strategies to make the content accessible and relatable for students
- Established inspiring and meaningful relationships with students while providing motivation and college guidance

University Elementary School
Teacher Assistant

Los Angeles, CA
April 2005 -June 2006

- Assisted teacher in grading, teaching, and leading students during group activities and interdisciplinary class lessons
- Worked one on one with a student with autism and ADHD, providing necessary scaffolds and behavioral discipline

Bruin Corps.
Tutor/Mentor

Culver City, CA
October 2004-June 2005

- Mentored 7th- 12th graders from low income areas, through one on one tutoring and creative team building activities
- Helped develop and implement structure and creative curriculum for "Teen Center," their after school program club
- Served as the tutoring coordinator for the after school program, overseeing homework help and private tutoring

Rocio Perez

9442 Claymore St. Pico
Rivera, CA 90660
(562) 262-1029
rperezuu@gmail.com

EDUCATION

California State University Los Angeles 03/2007-12/2011
Los Angeles, CA
Bachelor of Arts Urban Learning/ Multiple subject Credential

Rio Hondo College 06/2004-05/2007
Whittier, CA
Associate Degree

WORK HISTORY

Celerity Dyad Charter School 10/2014-Present
Teacher
Los Angeles, CA 90041

- Organize teaching strategies to maximize allocated instructional time to increase student learning
- Encourages parental involvement through school activities, connecting home and school
- Set high positive expectations for student performance

Paramount Unified School District 12/2010-10/2014
Substitute Teacher
Paramount, CA 90723

- Create lesson plan, instructed lessons, graded papers, administered test, and completed report cards.
- Motivated and supported students in completing work.
- Provided help to students in whole group or small, and insured students were safe at all times.

Paramount Unified School District 10/2009-12/2010
Special Education Aide
Paramount, CA 90723

- Supported autistic students with one on one help with staying focus and motivated.
- Translator for parent conferences.
- Helped classroom teacher grade and give assessments.

Montebello School District 03/2009-06/2009
Student Teaching (1st grade)
Montebello, CA 90640

- Created lesson plans for a group of 30 students, also instructed whole group or small lessons.
- Designed bulletin boards
- Gave and graded assessment
- Encouraged students to work independently and provided assistance with school work.

10/07-03/2009

El Rancho Unified School District
School Safety Officer
Pico Rivera, CA 90660

- Provided safety and assurance during school hours.
- Prevented and stopped fights from occurring between students.
- Monitor students both outside and inside the classrooms.

SKILLS

- Bilingual/Spanish (Advanced Level)
- Microsoft word (Advanced Level)
- CPR

JACQUELINE JESSICA ORTIZ

4317 EAST 4TH STREET, APT 1 | LONG BEACH, CA 90814 | 323.395.9333
jlineo20@gmail.com

CREDENTIALS

<i>California University State Long Beach</i> Multiple Subject Teaching Credential (English Learner Authorization) NCLB Compliant Subject Matter Authorization – Drama/Theater, Pre-school-Adult	June 2015
<i>Occidental College Los Angeles, CA</i> Bachelor of Arts Sociology and Theater/Dramatic Arts	May 2004

RELEVANT TEACHING EXPERIENCE

Teacher

Celerity Dyad Charter School, third grade | Celerity Educational Group, Los Angeles CA
Fall 2015-Present

- Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.
- Plans instruction, set goals and implements the specified curriculum
- Use effective, positive interpersonal skills

Student Teacher

Lincoln and Gompers Elementary Schools, third and first grade | Long Beach Unified, Long Beach, CA |
Fall-Winter 2013

- Implemented efficient behavior management system and classroom routines for beginning of school year to create a predictable and positive learning environment for classroom consisting of over 50% ELL's.
- Designed units and lessons aligned with, or exceeding, Common Core State Standards for first grade and third grade classrooms containing 30 multicultural students with various learning needs.
- Provided differentiated instruction, using multiple teaching strategies for learners from wide range of backgrounds, including English Language Learners (ELL), students with IEPs and gifted learners.
- Integrated technology into lessons to engage learners, including use of Smart Boards, iPads, Internet Multimedia and overhead projectors.
- Established rapport with students and families from different cultural origins by creating a vibrant, positive and respectful environment and encouraging dialogue through regular communication.
- Utilized ongoing informal and formal assessment to inform instruction and optimize student learning.

Teacher Assistant Volunteer

Paularino Elementary School, Kindergarten | Newport Mesa Unified, Costa Mesa, CA | Spring 2011-Fall 2012

- Designed, planned and implemented math, reading, and physical education lessons for small groups of varying skill levels based on Common Core State Standards
- Provided 1:1 and small group instruction for students with special needs.

PROFESSIONAL SYNOPSIS

Office/Human Resources Manager | Bullard, Brown & Beal, LLP | Fullerton, CA | January 2014-August 2015

- Prepared and coordinate schedules and tasks for employees.
- Provided weekly reports to Managing partner of ongoing projects as well as annual reports such as employee evaluations.
- Supervised office staff and implement Human resources (recruiting, benefits coordination, leaves of absence) for 12 staff members and 9 attorneys.

- Managed all administrative tasks and provide support for 5 attorneys, including Managing Partner.

Office Manager | Collins & Bellenghi | Newport Beach, CA | January 2011-October 2013

- Coordinated the operational activities for the Firm, including finance, budget, administration, and data systems.
- Tracked and submitted attorneys' expenses and entered all billable hours, handled incoming and outgoing monetary matters and held safe key.
- Communicated regularly with Firm's clients, vendors, and external counsel to obtain and exchange information and documentation related to legal matters.
- Boosted firm's organization and efficiency by assisting in the development of innovative legal software programs.

Legal Secretary – Collins, Collins, Muir & Stewart, LLP | 2007-2011 |

Legal Secretary – Heston & Heston | 2006 |

Litigation Assistant – Knobbe Martens Olson & Bear, LLP | 2005 |

JESSICA T. BRINGAS

7/19/2015



6144 Cord Avenue, Pico Rivera, CA 90660
626-376-0462
626-284-5778 ext. 32
{work}
mrsbringas@hotmail.com

OBJECTIVE

A passionate, professional educator seeking a teaching position for a primary grade level in an elementary school.

SKILLS

- Implement effective & efficient classroom management skills to promote learning.
- Provide a safe, meaningful learning environment with high, clear expectations.
- Resourceful in adapting and differentiating instruction to meet all students' needs.
- Challenge & scaffold instruction of complex processes, concepts and principles contained in the Common Core standards and state standards.
- Effectively allocate time for students to engage in hands-on experiences, discuss and process content and make meaningful connections.
- Reflect on instruction and use student work/data, observations of instruction, assignments and interactions with colleagues to improve teaching practice.
- Continuously seeking & learning new teaching strategies, latest research & ideas.
- Display exceptional communication skills with parents, faculty, & administration.
- Knowledgeable with a variety of computer programs & able to use technology in classroom instruction.

EXPERIENCE

3rd Grade Teacher | Celerity Dyad Charter School - Los Angeles
August 2015 - Present

Work with students, instructional teams, parents and administrators to develop individual learning plans, independent study programs and academic remediation processes.

2nd Grade Teacher | St. Thomas More School - Alhambra
July 2006 - Present

Provide weekly and long term lesson plans, administer formal & informal assessments, instruct second grade curriculum aligned with Common Core Standards, integrate technology, differentiate instruction, and provide hands-on activities that stimulate learning while using research-based strategies.

Preschool Teacher | Anita Oaks School - Duarte
July 2004 – July 2006

Provided weekly lesson plans, instruct preschool curriculum, create weekly newsletters.

Student Teacher | Glassell Park Elementary – Highland Park
7 weeks in July-August 2005 – *To fulfill multiple subject teaching credential
Assisted teacher with the creation and implementation of daily lesson plans.
Instructed 5th grade curriculum using differentiation strategies designed for
ELL-Learners and at-risk students.

EDUCATION

University of Phoenix, Pasadena Campus
Graduated in 2006 – GPA 3.84
Master's Degree in Education – Major: Curriculum Instruction

California State University, Los Angeles
Graduated in 2004 – GPA 3.36
Bachelor's Degree of Arts –Major: Child Development

East Los Angeles College
Graduated in 1998
Associate's Degree of Arts – Major: Liberal Studies

San Gabriel High School
Graduated in 1992
High School Diploma

LICENSES

Multiple-Subject Teaching Credential: Preliminary – Valid until August 2016
General Education and ELA Instruction in self-contained classroom.
*Seeking to clear credential in an induction program in a school district.

Required Test Completion Dates:

- RICA in April, 2008
- CSET in November, 2005
- CBEST in June, 2003

INSTRUCTIONAL PHILOSOPHY

My philosophy in teaching is to provide a safe, engaging learning environment where students feel comfortable and confident to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning. I believe all children can learn, therefore, I have high, clear expectations of all students. By providing meaningful classroom discussions, questioning, and learning tasks which promote higher-order thinking skills, my main goal in teaching is to motivate, challenge, and inspire students to reason and develop problem-solving strategies.

MERITS/AWARDS

Dean's List, The National Scholars Honor Society, California Scholarship Federation.

REFERENCES

Crystal Prado – Fourth grade coworker	(714) 483-7971	cprado@celerityschools.org
Lidiana Portales Blair – Coordinator of English Learner Program	(805) 220-8362	lportales@gmail.com

Clarisse Sy Su

Cell: +34-674-44-9347 Home: 909-444-2990

Email: ca.sysu@gmail.com

Summary

I am a credentialed teacher seeking a teaching position in your program to challenge, motivate, and prepare students to become independent, life-long learners.

Education

University of California, Irvine M.A., Teaching Multiple Subjects Credential	June 2011-August 2012
University of California, Irvine B.A., Psychology and Social Behavior Minor in Educational Studies	Sept 2008-March 2011
High School Education	September 2004-June 2008

Work Experience

Celerity Dyad Charter School Celerity Educational Group Teacher	August 2015-Present
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- Provide an appropriate educational atmosphere which encourages positive student learning and participate in a dynamic setting with other classroom teachers, administrators, instructional teams and other staff members in the development and implementation of the school's programs and goals.

Colegio de Educacion Infantil y Primaria Atenea Torremolinos, Spain Language and Culture Assistant English Science Teacher	October 2012-August 2015
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- Teach 1st-6th grade in a bilingual school in Andalusia, Spain. Experience includes English conversation practice with students and faculty, informing students about American culture and traditions, teaching grade-level science in English, and collaboration with the head teacher in each class. Utilize the visual tool Prezi in science lessons and culture presentations.

STAR Education Inc. Los Angeles Unified School District Science Instructor Substitute	August 2013-Sept 2013
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- Teach 1st-6th grade in STAR Education's after school program located around LAUSD. Experience includes hands-on science lessons with experiments and demonstrations, critical thinking discussions about the processes involved in the lessons, collaboration with members of the STAR Education science team. Present lessons on geology, gems, jewels, and crystals.

Rider University Study Tours Claremont, California EFL Instructor	June 2013-Aug 2013
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- Teach 8th-12th grade in Rider University's summer program in Pitzer College Claremont, California. Experience includes English conversation practice with beginner and intermediate level students from Italy and Russia, informing students about American culture and traditions, informing students about Southern California history and points of interest, and guiding students through end-of-term projects. Utilize games and the visual tool Prezi in culture presentations and conversation guides.

Turtle Rock Elementary School
Irvine, California
Student Teacher

March 2012-June 2012

- Teach 5th grade in Irvine Unified School District. Experience includes standards-based instruction, differentiation, Response to Intervention (RTI) reading groups, Math Expressions, STAR testing training, collaboration with grade-level team, professional development with staff and administration, and co-teaching strategies. Create and implement management system reinforcing positive behaviors.

Davis Magnet School
Costa Mesa, California
Student Teacher

Sept 2011-March 2012

- Teach 2nd grade in a science, math, and technology magnet school in the Newport-Mesa Unified School District. Experience includes standards-based instruction, differentiation, Cognitively Guide Instruction (CGI), Spatial Temporal (ST) Math, FactsWise Math, Accelerated Math, Accelerated Reader, collaboration with grade-level team, professional development with staff and administration, and co-teaching strategies. Assist in after-school literacy club for extra support in reading.

Children's Center Irvine, California
Teacher Assistant

June 2009-August 2011

- Encourage the learning of 50 preschool children. Guide the students in appropriate ways to communicate. Observe and apply the teachers' methods in communicating and teaching the children. Establish relationships with fellow teachers that furthered efficient teamwork. Create a growing foundation in early childhood education and child development.

University of California, Irvine Irvine California
Research Assistant

March 2010-March 2011

- Assist Professor Conley in the research process for the California Motivation Project (CAMP). Study the role of teacher motivation in professional development in math and science. Code data, read journal articles, and transcribe audio clips.

THINK Together
Santa Ana, California
Tutor

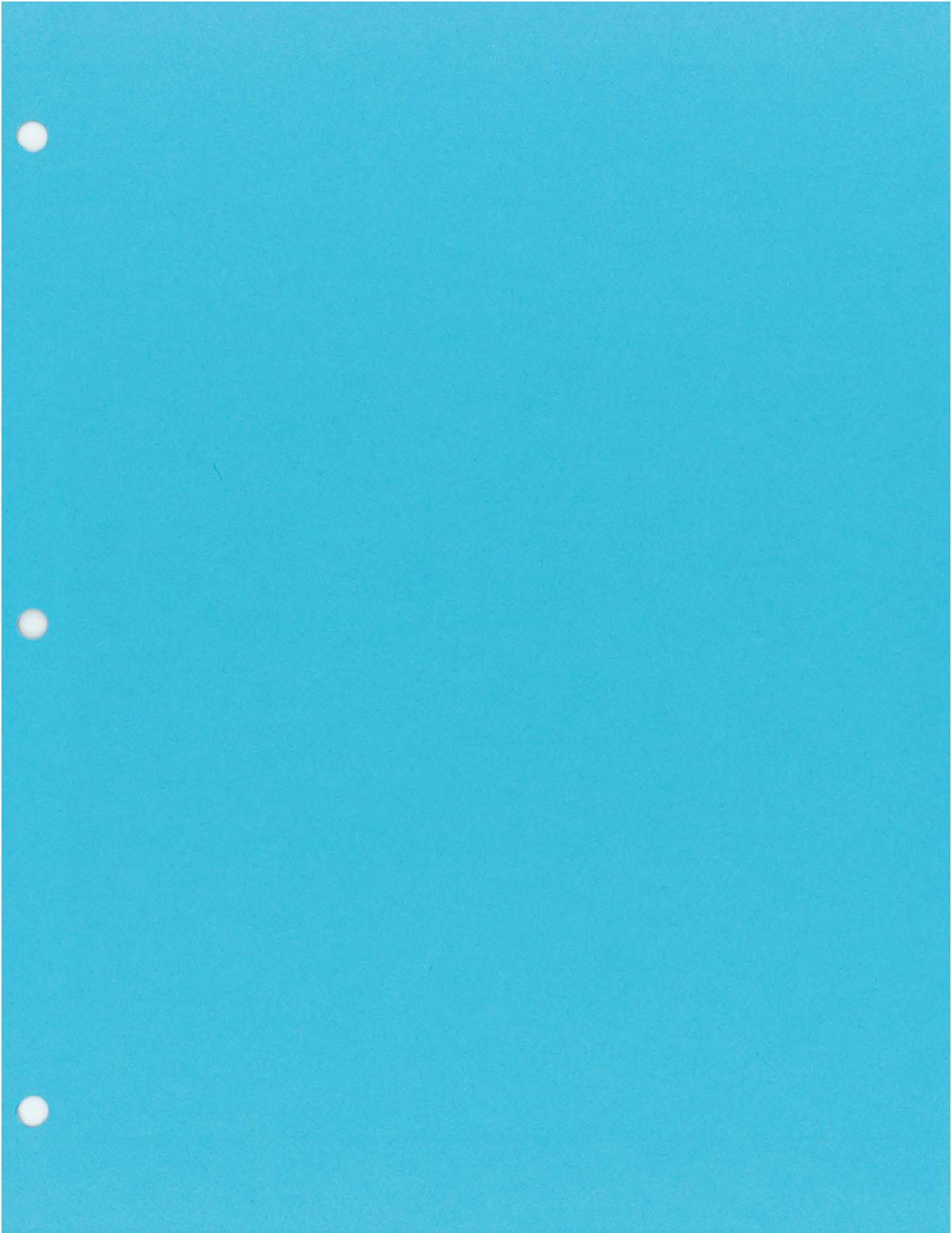
January 2011-March 2011

- Volunteer through fieldwork for an UCI course (Ed. 124: Multicultural Education K-12) in a 1st grade class. Encourage and challenge students with doing their best in every aspect of their lives while maintaining an atmosphere conducive to learning. Assist Program Leaders with implementing educational and recreational activities.

University of California, Irvine
Irvine, California
Peer Assistant

September 2010-December 2010

- Assist Professor Mahoney in education courses for the Education Minor. Organize and grade assignments, prepare lesson plans, and lead discussion with undergraduate students.



BEESON, TONY > Document:

New Search | Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: BEESON **Last Known County of Employment:** Note: Please verify County of Employment is current
First Name: TONY **Adverse and Commission Actions Indicator:** If flag displayed, click the Adverse and Commission Actions tab. If no flag, review
Middle Name: MARTIN Status field under the All Documents tab to view any adverse action taken.

Current Document | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
130123727	Multiple Subject Teaching Credential	Clear	Valid	7/1/2013	8/1/2018	5/27/2011		
110105677	Multiple Subject Teaching Credential	Preliminary	Valid	5/27/2011	6/1/2016	5/27/2011		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE			

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

No Records

Document Number:

New Search

Last Name: FERRER **Last Known County of Employment:**
First Name: JENNIFER **Adverse and Commission Action Indicator:**
Middle Name: ABARQUEZ **Fingerprint Process Complete:** Y

Note: Please verify County of Employment is current
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Document | Application | Adverse and Commission Actions

1 - 6 of 6

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade	Recommending Agency
150022455	Multiple Subject Teaching Credential	Clear	Valid	9/1/2015	9/1/2020	8/1/2010			
101222309	Multiple Subject Teaching Credential	Clear	Valid	8/1/2010	9/1/2015	8/1/2010			Los Angeles County Office of Education BTSA Induction Program
060191644	30-Day Substitute Teaching Permit	Emergency	Valid	2/1/2007	2/1/2008	1/9/2006			
060299694	Multiple Subject Teaching Credential	Preliminary	Valid	9/1/2006	10/1/2011	9/1/2006			DOMINGUEZ HILLS, CSU
060116318	30-Day Substitute Teaching Permit	Emergency	Valid	1/9/2006	2/1/2007	1/9/2006			
040001394	Certificate of Clearance		Valid	12/17/2003	1/1/2009	1/12/2004			CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS (LEA)

Authorization/Subjects

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE			
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	

KIM, LEA > Document:

New Search Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: KIM **LOS ANGELES** Note: Please verify County of Employment is current
First Name: LEA **ANGELES** If flag displayed, click the Adverse and Commission Actions tab. If no flag, review
Middle Name: HANNAH **Last Known County of Employment:** COUNTY Status field under the All Documents tab to view any adverse action taken.
OFFICE OF
EDUCATION

Adverse and Commission Actions Indicator:

Current Document All Documents Adverse and Commission Actions									
Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade	
123186003	Multiple Subject Teaching Credential	Clear	Valid	8/1/2012	9/1/2017	6/13/2009			1 - 1 of 1

Authorization/Subjects					
Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE			
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements. 1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

No Records

Document Number:

New Search

Last Name: PEREZ **Last Known County of Employment:** Note: Please verify County of Employment is current
First Name: ROCIO **Adverse and Commission Action Indicator:** If flag displayed, click the Adverse and Commission Actions tab. If no flag, review
Middle Name: **Fingerprint Process Complete:** Y Status field under the All Documents tab to view any adverse action taken.

Document | Application | Adverse and Commission Actions | 1 - 3 of 3

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade	Recommending Agency
150171913	Multiple Subject Teaching Credential	Preliminary	Valid	8/1/2015	8/1/2017	7/14/2010			
101257996	Multiple Subject Teaching Credential	Preliminary	Valid	7/14/2010	8/1/2015	7/14/2010			LOS ANGELES, CSU
070286593	Certificate of Clearance		Valid	6/29/2007	7/1/2012	6/29/2007			

Authorization/Subjects | 1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R2M	This credential authorizes the holder to teach all subjects in a self contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

Document Number:

New Search

Last Name: ORTIZ

First Name: JACQUELINE

Middle Name: JESSICA

Last Known County of Employment: Orange County

Adverse and Commission Action Indicator:
 Fingerprint Process Complete: Y

Note: Please verify County of Employment is current

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Document Application Adverse and Commission Actions										
Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade	Recommending Agency	
150120466	Multiple Subject Teaching Credential	Preliminary	Valid	6/17/2015	7/1/2020				CALIFORNIA STATE UNIVERSITY, LONG BEACH	
120545378	Certificate of Clearance		Valid	2/24/2012	3/1/2017					

1 - 2 of 2

Authorization/ Subjects					
Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	
SMAA	This credential authorizes the holder to teach courses in the specific subject or subjects listed in departmentalized classes in grades preschool and K-12 or in classes organized primarily for adults.	DRTH	Drama/Theatre	MIN	

1 - 3 of 3

Document Number:

New Search

Last Name: BRINGAS **Last Known County of Employment:**
First Name: JESSICA **Adverse and Commission Action Indicator:**
Middle Name: TAEKO **Fingerprint Process Complete:** Y

Note: Please verify County of Employment is current
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade	Recommending Agency
130087127	Multiple Subject Teaching Credential	Preliminary	Valid	8/1/2013	8/1/2016	7/1/2008			
101161545	Multiple Subject Teaching Credential	Preliminary	Valid	7/1/2008	8/1/2013	7/1/2008			UNIVERSITY OF PHOENIX
040220345	Certificate of Clearance		Valid	10/6/2004	11/1/2009	10/29/2004			

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R2M	This credential authorizes the holder to teach all subjects in a self contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

GABON, SHEA > Document:

New Search Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts.

Last Name: GABON
First Name: SHEA
Middle Name: CRUZ

Last Known County of Employment:
Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Current Document | All Documents | Adverse and Commission Actions

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
150117733	Multiple Subject Teaching Credential	Preliminary	Valid	6/1/2015	6/1/2018	5/28/2010		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE			

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required
CA3X	This credential extends a preliminary teaching credential for three years to allow the holder additional time to meet the requirements for a clear credential. To meet the requirements for a clear credential, the holder of this document must be in a position that allows completion of a Commission-approved Induction program	

Employment Restrictions

No Records

Document Number:

New Search

Last Name: SY SU **Last Known County of Employment:**
First Name: CLARISSE **Adverse and Commission Action Indicator:**
Middle Name: ANNE **Fingerprint Process Complete:** Y

Note: Please verify County of Employment is current
 If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Document Application Adverse and Commission Actions										
1 - 2 of 2										
Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade	Recommending Agency	
120567433	Multiple Subject Teaching Credential	Preliminary	Valid	6/26/2012	7/1/2017				UNIVERSITY OF CALIFORNIA, IRVINE	
110068133	Certificate of Clearance		Valid	4/14/2011	5/1/2016					

Authorization/Subjects					
1 - 2 of 2					
Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R2M	This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in grades twelve and below, including preschool, and in classes organized primarily for adults. In addition, this credential authorizes the holder to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core for less than fifty percent of his or her work day.	GSX	General Subjects (Examination)	MAJ	6/25/2012
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	6/25/2012

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE
 Celerity Himalia Charter School

 (Name of Proposed Charter School)

The proposed charter school will be a (check the box that best describes the status of the proposed charter school):
 Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation 15. (Signatures of 50% required)
 Conversion Charter School: Total number of permanent status teachers currently employed at the school _____. (Signatures of 50% required)

WE, THE UNDERSIGNED CREDENTIALLED TEACHERS, have read and agree to the contents of the attached charter school proposal dated 9/16/15. Our signatures indicate that we are meaningfully interested in teaching at this charter school.

Date of Signature	Teacher's Name (Please Print)	Street Address	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	Teacher's Signature	City, Zip Code					
9/15/15	<i>Beeson</i> Tony Beeson	6724 Stanford Way Whittier Ca 90604	562 304 2407	Multi-Sub	SB2042 130123727	8/1/16 2018	B.A. M.A.
9/15/15	<i>Jennifer Burrell</i> Jennifer Burrell	436 Legacy Drive Fullerton, CA 92832	323-382- 1032	Multiple Subject	SB2042 150022455	9/1/16 2020	BA MA
9/15/15	<i>Lea Kim</i> Lea Kim	333 First St. #K204 Seal Beach CA 90740	510-258- 2750	Multi-Subject	SB2042 123186003	9/1/17	BA MA
9/15/15	<i>Rocio Perez</i> Rocio Perez	9442 Claymores Pico Rivera	(562)362 1029	Multi Subject	SB2042 15017193	8/1/17	B.A.
9/15/15	<i>Jacqueline Ortiz</i> Jacqueline Ortiz	4317 E. 4th Street Long Beach, CA	323-395- 9333	Multiple Subject	SB2042 150120466	2/8/20	B.A.
9/15/15	<i>Jessica Bringes</i> Jessica Bringes	6144 Cord Avenue Pico Rivera CA 90878	(626) 376- 2462	Multiple Subject	120087127 SB 2042	9/1/2016	B.A. M.A.
9/15/15	<i>Shed Gabon</i> Shed Gabon	22618 Marbell Ave Carson, CA 90745	(30)472 4398	Multiple subject	150117133 SB2042	6/1/2018	B.A.
9/15/15	<i>Clarice Syon</i> Clarice Syon	20238 RED CEDAR WALNUT CA	9109 501 2215	M. S. Multi-Subj.	120567433 SB 2042	7/1/2017	BA MA

91789



**Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT**

Name of Board Member: CURT HESSLER Name of Proposed/Renewing Charter School: -Celerity-

**CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE***

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

- Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.**

One: Assure that school performs according to goals of charter petition. This is important because the charter grant is the official mandate for the school to function as a public institution.

Two: Assure the school's financial integrity. This is important both to operate effectively and to make sure that the public funds involved are being used in a responsible fashion.

Three: Assure that the school's leadership, teachers and supporting staff have the skills, experience, and credentials necessary to fulfill the mission of the charter. This is important because these people determine whether the school is in fact providing an appropriate education to the children.

Four: Assure that the curriculum, teaching, and total school environment are in fact propelling the students to a high level of academic achievement, using

* This questionnaire must be current within 12 months of petition submission.


 Board Member
 Initials



**Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT**

assessment tests that comprehensively reflect student performance, progress, and continued areas for improvement.

Five: Assure that parents and families in the school's neighborhood are pleased and satisfied with the school's performance, as reflected in enrollment application and attendance data and in other, less formal surveys of parental views.

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

All of the Celerity schools have had significantly growth in API scores and other measures of educational performance. This has been due to a number of innovative factors, most set forth in their petitions-- high academic expectations for all students, with no excuses; close and detailed molding of the curriculum to California State -- and now Common Core-- standards; pedagogy tailored to the culture of the areas and families we serve; frequent testing and open sharing of results, so that everyone involved feels accountable for improving the learning experience of every student; intensive teacher training and development and heavy use of collaboration among teachers to find and disseminate best teaching practices; full support for students needs, including free breakfast, lunch and after school tutoring and enrichment programs; supportive counseling for students and parents; imaginative blending of computer-based materials (especially in math) with project-based group learning environments; heavy emphasis on writing; a rich program of dance and music instruction (including new, exclusive partnership with the International Playing-for-Change Foundation.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices. Business expertise, with emphasis on general management and finance -- relevant to overseeing management, growth and finances of Celerity schools: CFO for two NYSE stock exchange companies (Unisys Corp. and the Times-Mirror Company, CEO of two other companies, also founded and ran an IT publishing company, currently chair of audit committee of an NYSE-listed international investment bank, have served on boards of six other public companies. Relevant academic background/experience to oversee an educational enterprise: currently adjunct professor at UCLA Law School, LAUSD student for jr. and sr. high school, BA Summa Cum Laude from Harvard College, MA (economics) from U. Calif. Berkeley, law degree from Yale Law School, Rhodes Scholar at Balliol College, Oxford University in economics, was


Member
Initials



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

for 5 years president of board of Aveson Charter School (K-12) in Pasadena, CA. I understand public policy and law, and therefore the public status of charter school responsibilities: former law partner in international law firm, resident in New York and Washington DC; former Assistant Secretary of the US Treasury for Economic Policy and former Associate Director of the U.S. Office of Management and Budget, member of the Council of Foreign Relations.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict. An executive in the school organization or a board member, or his/her spouse or other family member, is employed by or has an investment in a company that is bidding to be a vendor of some product (e.g. computers) or service (e.g. lunch service) to the school. In this case, the person must notify the top management and all of the board of the potential conflict, and the board must take steps to assure that the person with the conflict plays zero role in determining whether to engage this vendor and, if the vendor is engaged, plays zero role in assessing the vendor's performance or in deciding whether to continue with the vendor. It is usually simpler and better to select managers and directors who do not have these potential conflicts, but it is difficult to predict future vendor needs.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?
- All sessions recorded and properly minuted; staff attends and is encouraged to "speak up" at all meetings; board gives proper advance notice of full agenda to public and public is invited to attend and to comment or ask questions; board has very good legal counsel, expert in charter law, and counsel regularly briefs board on relative legal matters and proper procedures; all relevant information materials are circulated to members in advance; members are strongly encouraged to make unannounced visits to the schools and have open communication with administrators, teachers, students, and parents; close board attention to financials with online visibility into all financials.

6. Describe your experience and/or connection with the community that your school proposes to serve.
- Veteran (student) of LAUSD schools, have worked LAUSD-covered area of LA City since 1991, long time board member of the Skid Row Housing Trust of Los Angeles, with much interaction with City officials, longtime professional and personal acquaintance with current publisher of the LATimes (and former deputy mayor of Los Angeles)


Board Member
Initials



**Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT**

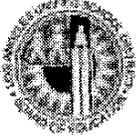
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?
Recently elected by board of a publicly-listed business to assess and, if appropriate, to negotiate an acquisition of the company by its CEO. I determined, however, that the acquisition would not be in the interest of outside shareholders and fought extended legal and tactical battle with CEO on the issue. Ultimately succeeded, but decided thereafter to leave the board, despite 10+ years of service with the board.
8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
Aside from the obvious and essential elements -- i.e. total integrity and intense dedication to the mission, and the students of Celerity -- we look for career expertise and skills that might not yet be represented on the board. We currently are strong on business, finance and management skills, with lots of background in the computer, publishing, music and TV production industries. We would probably look next for people with lots of education/teaching experience, though of course there is plenty of that in the management of the organization. (Our administrators and managers are all former teachers, generally teachers who have grown up within Celerity.)
9. Please identify your relationship, if any, with each of the following:
- a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY
- Immediate Family (spouse, domestic partner, child, parent)
 - Non-immediate family
 - Professional/business
 - Friend
 - Casual/social
 - Other (Specify: _____)
 - None
- b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
 - Non-Immediate family
 - Professional/business
 - Friend
 - Casual/social
 - Other (Specify: _____)
 - None


Board Member
10/11/14



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

- c. Proposed executive director/chief executive officer: **SELECT ALL DESCRIPTORS THAT APPLY.**
- Immediate Family (spouse, domestic partner, child, parent)
 - Non-Immediate family
 - Professional/business
 - Friend
 - Casual/social
 - Other (Specify:)
 - None
- d. Proposed director/principal: **SELECT ALL DESCRIPTORS THAT APPLY.**
- Immediate Family (spouse, domestic partner, child, parent)
 - Non-immediate family
 - Professional/business
 - Friend
 - Casual/social
 - Other (Specify:)
 - None
- e. Other members of the governing board: **SELECT ALL DESCRIPTORS THAT APPLY.**
- One or more is immediate family (spouse, domestic partner, child, parent)
 - One or more is non-immediate family
 - I have a professional/business relationship with one or more
 - One or more is a friend
 - One or more is a casual/social acquaintance
 - Other (Specify:)
 - None
- f. Any prospective employees or vendors, including the on-site financial manager: **SELECT ALL DESCRIPTORS THAT APPLY.**
- One or more is immediate family (spouse, domestic partner, child, parent)
 - One or more is non-immediate family
 - I have a professional/business relationship with one or more
 - One or more is a friend
 - One or more is a casual/social acquaintance
 - Other (Specify:)
 - None



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. For any response of "professional/business," please describe the specific relationship.
none

9/14/2015
Date

Curt Hessler
Printed Name of Board Member

Curt Hessler
Signature of Board Member



**Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT**

Name of Board Member:

DANA WALDEN

Name of Proposed/Renewing Charter School:

Celerity Himalia

**CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE***

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
 1. Monitoring and managing budget approval and keeping up to date with financial reports.
 2. Keeping the mission on track.
 3. monitoring existing program progress and supporting new program growth.
 4. Connecting with the community and strategic partners to help build support for the mission and programs
 5. Monitor and support the CEO
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

* This questionnaire must be current within 12 months of petition submission.



Charter Schools Division LOS ANGELES UNIFIED SCHOOL DISTRICT

The school has a major focus on Project Based Learning (PBL) along with a wonderful performing arts program that inspires and motivates students to connect the dots between local and global issues. This is done in a creative environment that is standards based.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices. I was co-owner of Laurel Canyon Animal Company (LCAC) and am now principal Producer and founder of LuvHub Productions (LHP). I am also co-founder of The Dream Project, a curriculum based on the UN Millennium Goals. LCAC is a record label that specializes in fund raising for animal rescue organizations and student awareness programs in middle schools. LHP creates media that educates and entertains. I have experience working within the non-profit model as well as hands on in the classroom. I've created media (visual and audio) products and projects that have reached millions of people worldwide. I specialize in managing the visionary and creating programs that can be sustainably actualized. I currently sit on three boards, Celerity Educational Group, Celerity Schools Louisiana and Fostering A Change(an org that helps women aging out of the foster care system). Up until this year I was Chairman of the Education Commission for IREO (Intergovernmental Renewable Energy Organization). I have extensive experience working with the underprivileged and the top of the food chain in business and politics. I bring over 30 years experience of communicating and working with a diverse demographic, but my personal drive and passion to serve the underserved is probably my strongest attribute.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

An obvious conflict is if a board member or an administrator has a family/friend/business relationship with a vendor that he or she is supporting for a contract with the school. I would expect the governing board to not allow that vendor bid for consideration.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

The most important factors to consider are impact on resources, adherence to mission and how the decision will impact the student(s).


Board Member
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Charter Schools Division
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6. Describe your experience and/or connection with the community that your school proposes to serve.

I believe I covered that in 3. I have experience working within the non-profit model as well as hands on in the classroom. I also have extensive experience working with the underprivileged

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

I had to let go of a former CEO in the middle of a time sensitive project. Eventhough he was in charge of budgeting and implementing line item details I found that he was not adhering to the vision and the mission. I stopped the project, realigned with a new staff and took over the position myself.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

Previous experience working in Education, Business, Media or Technology
Connection to our community
Previous board experience
Ability to commit time to the endeavor

9. Please identify your relationship, if any, with each of the following:

- a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
 Non-immediate family
 Professional/business
 Friend
 Casual/social
 Other (Specify:)
 None

- b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
 Non-immediate family
 Professional/business
 Friend
 Casual/social
 Other (Specify:)
 None



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

- c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
 - Non-immediate family
 - Professional/business
 - Friend
 - Casual/social
 - Other (Specify:)
 - None
- d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- Immediate Family (spouse, domestic partner, child, parent)
 - Non-immediate family
 - Professional/business
 - Friend
 - Casual/social
 - Other (Specify:)
 - None
- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
 - One or more is non-immediate family
 - I have a professional/business relationship with one or more
 - One or more is a friend
 - One or more is a casual/social acquaintance
 - Other (Specify:)
 - None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
 - One or more is non-immediate family
 - I have a professional/business relationship with one or more
 - One or more is a friend
 - One or more is a casual/social acquaintance
 - Other (Specify:)
 - None



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. For any response of "professional/business," please describe the specific relationship.

N/A

Dana Walden

Printed Name of Board Member

9/10/15

Date

Dana Walden

Signature of Board Member



**Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT**

Name of Board Member:
FRANCISCO T. MARES
Name of Proposed/Renewing Charter School:
Celerity

**CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE***

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance. Policy making, decision making, accountability, understanding legal authority and allocating resources.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific. Positive outcomes result from alternative approach to education via focus on the potential of every child.
3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other

* This questionnaire must be current within 12 months of petition submission.


Board Member
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Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices. My employment experience in a Business Administration Role allows me to contribute my knowledge and experience with fiscal and operational practices, including, but not limited to payroll, HR and Finance. I volunteer as director of a children's ministry at Christ Chapel of the Valley.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict. A vendor relationship between the charter and a business owned by a family member of the CEO. The governing board would address this conflict by finding a suitable replacement, even if the cost is slightly higher.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?
Sound decision making is achieved by creating an open and positive decision-making environment, evaluation plausible solutions, arriving at a decision and checking the decision before communicating.

6. Describe your experience and/or connection with the community that your school proposes to serve.
I am heavily invested in the success of the proposed community as a whole.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?
I made a decision to borrow a large amount of money from my retirement fund. I determined my current financial status, identified financial goals, considered alternative options, evaluated those options for risk, economic and personal factors, and finally executed the best decision from these options after careful review.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
A prospective board member should have initiative, be reliable and accountable.

9. Please identify your relationship, if any, with each of the following:

- a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
 Immediate Family (spouse, domestic partner, child, parent)


Board Member
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Charter Schools Division
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- Non-immediate family
- Professional/business
- Friend
- Casual/Social
- Other (Specify:)
- None

b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business Friend
- Casual/social
- Other (Specify:)
- None

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify:)
- None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend Casual/social
- Other (Specify:)
- None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent)
- One or more is non-immediate family
- I have a professional/business relationship with one or more One or more is a friend
- One or more is a casual/social acquaintance Other (Specify:)
- None



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
 - One or more is non-immediate family
 - I have a professional/business relationship with one or more
 - One or more is a friend
 - One or more is a casual/social acquaintance
 - Other (Specify:)
 - None



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. For any response of "professional/business," please describe the specific relationship.

9/11/2015
Date

Francisco T. Mares
Printed Name of Board Member

Signature of Board Member


Board Member
Initials

**Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT**

Name of Board Member: JULIE STERN
Name of Proposed/Renewing Charter School: CELERITY

**CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE***

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

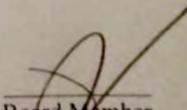
In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide detailed explanation of the basis for the response.

Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

1. The board should thoroughly comprehend the purpose of the Celerity's Mission: To provide an education that engages its students and challenges them to keep achieving greater accomplishments. Continuous review of yearly reports will determine if the school is on track with their mission's objective.
2. The board has the responsibility for the on-going performance review of school's executive/administrative teams and provide adequate support when needed. This helps the school to stay on track for certain goals and objectives that are important for the school's mission to be met.
3. The board should be involved with the school's strategic planning. By reviewing academic results, staff performance, financial records and parental feedback, they can determine if the current programs and services are sufficient.

This questionnaire must be current within 12 months of petition submission.


Board Member
Initials



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

4. The board has the responsibility to review the finances to ensure the legal and fiduciary accountability of the school. This helps the school stay transparent with the allocation of their expenditures.
 5. The board should be able to promote support for the school with the public (i.e., government leaders, media, potential fundraising, etc.) to ensure a positive image throughout the community. By doing this, the board can also aid the school in finding new financial supporters.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.
- Celerity Charter Schools continues to show vast growth in academic results (API, State testing, etc.) with the underserved students they serve. By offering innovative programs such as dance, art and music, Celerity Charter Schools strive to keep their students engaged. Programs such as after-school tutoring, small classes, up-to-date curriculum and advanced educational technology provide students ample educational support. The staff are all highly qualified and trained professionals that are provided with continuous training support throughout the year. Celerity Charter Schools have shown that they know what it takes to continue to improve and grow.
3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.
- I bring business savvy to the board with a strong background in both management and financing. This is pertinent because I understand operational as well as fiscal policies and practices. I can make informed decisions when reviewing financial reports, budgets and expenditure registers.
4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict. A scenario for a conflict of interest would be if a board member has a vested interest in a company (for example a Paint Co.) that is bidding for a job to paint the entire school. The board member would need to disclose their interest to the other board members and the school's executive team and they in turn will need to decide whether they will take that bid into consideration or disregard it. They will need to disregard the bid if they cannot make an impartial decision. If they do decide to take the bid as "the winning bid", then they need to show supportive data on how their decision was based on factors not associated to the vested interest.

Board Member
Initials



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

One of the most important factors that the board must insure takes place in order to make sound decisions is to have all information pertaining to any agenda items prior to the meeting to allow ample time for review of the facts. This is so that a decision made will always be a well-informed one. This will allow time to review possible consequences of their decisions so that they can provide constructive feedback and support if needed.

6. Describe your experience and/or connection with the community that your school proposes to serve.

Over 20 years experience working as an Executive Producer for entertainment business located in the Los Angeles area. These companies provide strong local revenue as well as donations/assistance to local non-profits.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

Having worked with Oprah Winfrey, no decision was easy. Every factor, whether it was monetary, or not, had to be considered and reconsidered. No one incident stands out, but as a whole, working with Ms. Winfrey proved to be demanding and challenging. I had to use my expertise and experience to deal with daily situations and learned to deal quite well with difficult situations and people.

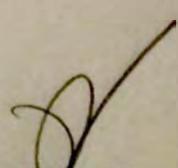
8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

Board members should be able to bring their skills and expertise to the meetings, so they can make informed decisions and provide constructive feedback. The board should have some knowledge of financial reporting in order to be able to review budgets, check registers, etc. and ensure that the current expenditures are being allocated correctly. The board should also spend some quality time visiting the school to ensure that the students are continuously being provided with quality, cost-effective programs and services. The board needs to make certain that the school's mission is always being met.

9. Please identify your relationship, if any, with each of the following:

a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.

Immediate Family (spouse, domestic partner, child, parent)


Board Member
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LOS ANGELES UNIFIED SCHOOL DISTRICT**

- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify:)
- None

b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify:)
- None

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

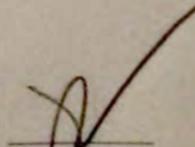
- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify:)
- None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify:)
- None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent)
- One or more is non-immediate family
- I have a professional/business relationship with one or more
- One or more is a friend
- One or more is a casual/social acquaintance
- Other (Specify:)
- None



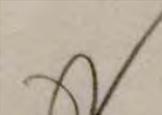
Board Member
Initials



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.

- One or more is immediate family (spouse, domestic partner, child, parent)
- One or more is non-immediate family
- I have a professional/business relationship with one or more
- One or more is a friend
- One or more is a casual/social acquaintance
- Other (Specify: _____)
- None



Board Member
Initials



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. For any response of "professional/business," please describe the specific relationship.
none

Julie Stern

Printed Name of Board Member

9/15/15

Date

[Handwritten Signature]

Signature of Board Member



**Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT**

Name of Board Member: Ron Ben-Yehuda Name of Proposed/Renewing Charter School: Celerity

**CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE***

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
 1. To understand the purpose of the Celerity's Mission of providing an education that not only engages its students, but challenges them to keep striving for more achievements. The mission serves as a guide to the organization's strategic planning and allows for growth. Review yearly reports that determine if the school is on track with their mission's goals.
 2. Review performance of school's executive team and provide support. This helps to stay focus on certain goals and objectives that are important for the school's continued success.
 3. Be involved with the school's future planning. Review academic results, parent comments, staff performance and financial records to determine if current programs and services are working or if changes need to be done.

* This questionnaire must be current within 12 months of petition submission.


Board Member
Initials



Charter Schools Division LOS ANGELES UNIFIED SCHOOL DISTRICT

4. To review the finances to ensure the school's legal and fiduciary accountability. This helps the school to stay transparent.
 5. Support the school's relationship with outside relationships (i.e., government leaders, media, potential fundraising, etc.) to ensure a positive public image within the community and beyond. This will also help the school to find fresh support whenever they find a need to do so.
2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

These last few years all of Celerity Charter Schools has shown vast growth in academic results (API) in the underserved students they serve by offering: After-school tutoring, small classes, up-to-date curriculum and utilizing advanced educational technology. They also keep the students engaged by providing art, dance and recently added music programs. The staff is well trained and are provided continous training. The schools strives to improve by always seeking ways of refining the programs they have and finding new ones to incorporate into their curriculum.
 3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

I have over 20 years of marketing and technolgy business experience and served as general counsel of two software companies. I've been a frequent lecturer and author, speaking at numerous conferences and events, including conferences or events sponsored by UCLA Law School, the USC Computer Law Institute, the Copyright Office, the Practicing Law Institute, KPMG, Southern Methodist University, the Computer Law Association, Glasser LegalWorks, the City of Hope and the Korean Institute of Technology and the Law. I earned a B.A. in economics, Phi Beta Kappa, summa cum laude, from Yale College, and a J.D., with distinction, from Stanford Law School. I have vast knowledge in public policy and law and can assist the school in their accountability of their operations as well as their responsibilities of the fulfillment of their mission. It ensures that the school continues to offer quality, cost-effective programs and educational services.
 4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict. A possible conflict of interest could occur if a board member has a vested interest in a company that is bidding for a job at the school. The board member would need to disclose their interest and the school's executive tea

A handwritten signature in black ink, appearing to be the name of the respondent, located at the end of the fourth question's text.



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

and they in turn will need to decide whether they will take that bid into consideration or disregard it, if they feel they cannot make an unbiased decision. If they do decide to take the bid as "the winner", then they need to have ample supportive data to show that their decision was based on factors not associated to the relationship.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

To insure that the board is given all the information pertaining to the policy at hand and ample time to review the facts so that a decision is a well-informed one. To review results of their decisions so that they can provide constructive feedback and support if needed. Review to insure that any school's strategic planning goals keeps the school's mission in mind.

6. Describe your experience and/or connection with the community that your school proposes to serve.

I'm a frequent lecturer and author at numerous Los Angeles based conferences and events sponsored by: UCLA Law School, the USC Computer Law Institute, the Copyright Office, the Practicing Law Institute, KPMG, Southern Methodist University, the Computer Law Association, Glasser LegalWorks, the City of Hope and the Korean Institute of Technology and the Law. These institutions include local higher educational institutions and non-profit research and treatment centers.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

A difficult professional decision that I made recently was the decision to leave a partnership at a major law firm (Gibson Dunn) for employment at one of my clients. Because that decision was very important to my family, I made it in collaboration with my wife. We considered and balanced a number of factors that affect our overall wellbeing. Among those factors were financial stability and opportunities for professional and personal satisfaction and growth. I implemented the decision by negotiating terms that minimized my quantifiable risk and maximized my quantifiable benefits at the option that provided the greatest subjective benefit.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?



Charter Schools Division LOS ANGELES UNIFIED SCHOOL DISTRICT

A board member should be able to bring their skills and expertise to the table and provide constructive advice and/or opinions. They should have some basic knowledge of financial reporting in order to review budgets, check registers, etc. and ensure that the current income is being managed properly. They should have some time to spend visiting the school and seeing first hand that the children are continuously being provided with quality, cost-effective programs and services, keeping the school's mission always in mind.

9. Please identify your relationship, if any, with each of the following:

a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify: _____)
- None

b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify: _____)
- None

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.

- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify: _____)
- None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.

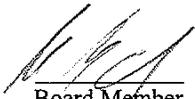
- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify: _____)
- None


Board Member
Initials



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

- e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
 - One or more is non-immediate family
 - I have a professional/business relationship with one or more
 - One or more is a friend
 - One or more is a casual/social acquaintance
 - Other (Specify:)
 - None
- f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- One or more is immediate family (spouse, domestic partner, child, parent)
 - One or more is non-immediate family
 - I have a professional/business relationship with one or more
 - One or more is a friend
 - One or more is a casual/social acquaintance
 - Other (Specify:)
 - None


Board Member
Initials



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. For any response of "professional/business," please describe the specific relationship.
none

9/4/15
Date

Roni Ben YEHUDA
Printed Name of Board Member

[Handwritten Signature]
Signature of Board Member

[Handwritten Initials]
Board Member
Initials



Celerity Himalia Charter School

ENROLLMENT FORM (POST-LOTTERY) 2016-17

1. STUDENT INFORMATION

Legal Last Name	Legal First Name	Legal Middle Name	Other Name/Nickname		Grade Level Aug 2016-2017
Street Address			Apt # Unit #	City	Zip Code
Home Telephone # ()	<input type="checkbox"/> Male <input type="checkbox"/> Female	Date of Birth / /		Place of Birth (City, State and Country)	
The following is requested for CALPADS reporting:					
PLEASE INDICATE STUDENT'S ETHNICITY (CHECK ONE OR MORE): Is student Hispanic or Latino? <input type="checkbox"/> Yes, Hispanic or Latino					
<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Black or African American	<input type="checkbox"/> Cambodian	<input type="checkbox"/> Chinese	<input type="checkbox"/> Filipino
<input type="checkbox"/> Japanese	<input type="checkbox"/> Korean	<input type="checkbox"/> Laotian	<input type="checkbox"/> Other Asian	<input type="checkbox"/> Other Pacific Islander	<input type="checkbox"/> Samoan
				<input type="checkbox"/> Guamanian	<input type="checkbox"/> Hawaiian
				<input type="checkbox"/> Tahitian	<input type="checkbox"/> Vietnamese
					<input type="checkbox"/> Hmong <input type="checkbox"/> White <input type="checkbox"/> Decline to State
Student lives with: (Check all that apply)					
<input type="checkbox"/> Both parents <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Mother/Stepparent <input type="checkbox"/> Father/Stepparent <input type="checkbox"/> Both parents alternately <input type="checkbox"/> Guardian					
<input type="checkbox"/> Relative <input type="checkbox"/> Foster Home <input type="checkbox"/> Other					

2. FAMILY INFORMATION

Father/Legal Guardian		Mother/Legal Guardian	
Last Name	First Name	Last Name	First Name
Home Address (If different than student)		Home Address (If different than student)	
Home or evening Telephone ()	Pager/Mobile Phone ()	Home or evening Telephone ()	Pager/Mobile Phone ()
Email Address		Email Address	
Employer (Optional)	Day Telephone ()	Employer (Optional)	Work Telephone ()
Work Address (Optional)		Work Address (Optional)	

3. HOME LANGUAGE SURVEY

What language did this student learn when he or she first began to talk? _____

What language does this student most frequently use at home? _____

What language do you (the parents or guardians) most frequently use when speaking to your Child? _____

What language is most often used by the adults at home? _____

4. PREVIOUS SCHOOL/PROGRAM INFORMATION (including preschool, child care and early intervention if applicable)

Previous School/Programs Attended	City/State	Dates Attended	Grade Levels	LAUSD School?
1.				<input type="checkbox"/> Yes <input type="checkbox"/> No
2.				<input type="checkbox"/> Yes <input type="checkbox"/> No
3.				<input type="checkbox"/> Yes <input type="checkbox"/> No
4.				<input type="checkbox"/> Yes <input type="checkbox"/> No

5. SIBLING INFORMATION

Name	Age	Grade	School of Attendance	Applying to Celerity?
1.				<input type="checkbox"/> Yes <input type="checkbox"/> No
2.				<input type="checkbox"/> Yes <input type="checkbox"/> No
3.				<input type="checkbox"/> Yes <input type="checkbox"/> No
4.				<input type="checkbox"/> Yes <input type="checkbox"/> No



Celerity Himalia Charter School

IN ORDER TO BEST SERVE THE NEEDS OF YOUR CHILD, PLEASE ENSURE THAT THIS INFORMATION IS COMPLETE AND ACCURATE

6. SPECIAL SERVICES

If your child has ever received Special Education Services:		
Type of Services (e.g. speech therapy, special education, etc)	School, program, or agency that provided services	Dates of Service
1.		
2.		
3.		
4.		

A. Did this student receive special education services at his/her previous school?	<input type="checkbox"/> No <input type="checkbox"/> Yes
B. Did this student have an individualized Education Program (IEP) at his/her previous school? If "Yes", do you have a copy of the student's IEP with you?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes
C. Did this student have a Section 504 Plan at his/her previous school? If "Yes", do you have a copy of the student's Section 504 Plan with you?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes
D. Does this student have difficulties that interfere with his/her ability to go to school or to learn?	<input type="checkbox"/> No <input type="checkbox"/> Yes
E. Has this student been identified for gifted and talented educational services (GATE)?	<input type="checkbox"/> No <input type="checkbox"/> Yes

7. COURT ORDERS

ARE THERE ANY COURT ORDERS RESTRICTING THE LEGAL RIGHTS OF EITHER PARENT? No <input type="checkbox"/> Yes <input type="checkbox"/>
IF YOU ANSWERED "YES", PLEASE PROVIDE A COPY OF THE COURT ORDER.

8. EMERGENCY INFORMATION (Authorized person to care for student if parent/care provider(s) cannot be reached)

Name _____ Evening or Home Tel. () _____ Day or Work Tel. () _____
Pager/Mobile () _____ Relationship _____ Address _____

9. SIGNATURE

Please fill out this form completely and accurately. Any omissions or misstatements could result in rejection of the application and loss of placement in the school. I verify that this information is true and correct.	
X _____ Signature of: (Check one) ___ Parent ___ Legal Guardian ___ Other _____	Date _____

Celerity Himalia Charter School does not discriminate on the basis of race, color, religion, age, citizenship, gender, sexual orientation, disability, nationality, or ethnic origin in administration of its educational policies, admissions policies, and other school administered programs.

Return this application to:

**Celerity Himalia Charter School, 2069 W. Slauson Ave. Los Angeles, CA. 90047
 Call (323)291-1211 for information. Fax (323) 291-0491**

FOR OFFICE USE ONLY

Date Received: _____ Offered Enrollment/ ___ Offered Waitlist PAR Received: _____
Records requested on: _____
Birth Verification: ___ Birth Certificate ___ Baptismal Certificate ___ Passport ___ School Record ___ Immunization cleared
Comments: _____ _____ _____



Celerity Himalia Charter School
FORMULARIO DE INSCRIPCIÓN (DESPUES DE LA LOTERIA)
2016-17

1. INFORMACIÓN SOBRE EL ESTUDIANTE

Apellido Legal		Nombre Legal		Segundo Nombre Legal		Otro Nombre/Apodo		Grado Agosto 2016-17	
Dirección Completa				No. de Apto		Ciudad		Código Postal	
Teléfono de la Casa # ()		___ Masculino ___ Femenino		Fecha de Nacimiento / /		Lugar de Nacimiento (Ciudad, Estado y País)			
La siguiente información es solicitada para el reporte de CALPADS: FAVOR INDICAR LA ETNICIDAD DEL ESTUDIANTE (MARQUE UNA): El Estudiante es Hispano o Latino? <input type="checkbox"/> Si, Hispano o Latino									
<input type="checkbox"/> Indio Americano o Nativo de Alaska	<input type="checkbox"/> Indio Asiático	<input type="checkbox"/> Negro o Afro-Americano	<input type="checkbox"/> Cambodiano	<input type="checkbox"/> Chino	<input type="checkbox"/> Filipino	<input type="checkbox"/> Guamaniano	<input type="checkbox"/> Hawaiano	<input type="checkbox"/> Hmong	<input type="checkbox"/> Prefiero no declarar
<input type="checkbox"/> Japonés	<input type="checkbox"/> Coreano	<input type="checkbox"/> Laotiano	<input type="checkbox"/> Otro Asiático	<input type="checkbox"/> Otro Isleño Pacífico	<input type="checkbox"/> Samoano	<input type="checkbox"/> Tahitiano	<input type="checkbox"/> Vietnamita	<input type="checkbox"/> Blanco	
El estudiante vive con: (Marque todo lo que aplica) ___ Ambos padres ___ Madre ___ Padre ___ Madre/Padrastra ___ Padre/Madrastra ___ Ambos padres/por turno ___ Tutor ___ Parientes ___ Casa Provisional ___ Institución aprobada para niños ___ Otro									

2. INFORMACIÓN SOBRE LA FAMILIA

Padre/Tutor Legal		Madre/Tutora Legal	
Apellido	Nombre	Apellido	Nombre
Domicilio (Si es distinto al del estudiante)		Domicilio (Si es distinto al del estudiante)	
Teléfono por las tardes o de la Casa ()		Bíper/Teléfono Celular ()	
Teléfono de la Casa ()		Bíper/Teléfono Celular ()	
Correo Electrónico		Correo Electrónico	
Empleador (opcional) Teléfono de día o del Trabajo ()		Empleador (opcional) Teléfono de día o del Trabajo ()	
Domicilio del Trabajo (opcional)		Domicilio del Trabajo (opcional)	

3. ENCUESTA SOBRE EL IDIOMA EN CASA

¿Qué idioma aprendió este estudiante cuando comenzó a hablar por primera vez? _____

¿Qué idioma utiliza con mayor frecuencia en casa este estudiante? _____

¿Idioma que usted (los padres o tutores) utiliza con mayor frecuencia al hablar a su hijo? _____

¿Qué idioma utilizan con mayor frecuencia los adultos en casa? _____

4. INFORMACIÓN SOBRE LA ESCUELA ANTERIOR (incluya preschool, e intervencion temprana si aplica)

Nombre de la escuela	Ciudad/Estado	Fechas de Asistencia	Grados	Escuela de LAUSD
1.				<input type="checkbox"/> Sí <input type="checkbox"/> No
2.				<input type="checkbox"/> Sí <input type="checkbox"/> No
3.				<input type="checkbox"/> Sí <input type="checkbox"/> No
4.				<input type="checkbox"/> Sí <input type="checkbox"/> No

5. INFORMACIÓN SOBRE LOS HERMANOS

Nombre	Edad	Grado	Escuela donde Asiste	Aplica a Celerity?
1.				<input type="checkbox"/> Si <input type="checkbox"/> No
2.				<input type="checkbox"/> Si <input type="checkbox"/> No
3.				<input type="checkbox"/> Si <input type="checkbox"/> No
4.				<input type="checkbox"/> Si <input type="checkbox"/> No



Celerity Himalia Charter School

PARA SERVIR MEJOR LAS NECESIDADES DE SU HIJO/A, POR FAVOR ASEGÚRESE DE QUE ESTA INFORMACIÓN ESTÉ COMPLETA Y SEA CORRECTA

6. SERVICIOS ESPECIALES

Si su hijo/a alguna vez ha recibido Servicios de Educación Especial:		
Tipo de Servicios (ejemplo: terapia del lenguaje, educación especial, etc.)	Escuela, programa, agencia que suministró los servicios	Fechas de Servicio
1.		
2.		
3.		
4.		

A. ¿Recibió este estudiante los servicios de Educación Especial en su escuela anterior?	<input type="checkbox"/> No <input type="checkbox"/> Si
B. ¿Participó este estudiante en el Programa de Educación Individualizada (IEP) en su escuela anterior? Si respondió "Si" a esta pregunta, ¿Trajo una copia del IEP consigo?	<input type="checkbox"/> No <input type="checkbox"/> Si <input type="checkbox"/> No <input type="checkbox"/> Si
C. ¿Participó este estudiante en el Plan de la Sección 504 en su escuela anterior? Si respondió "Si" a esta pregunta, ¿Trajo una copia del Plan de la Sección 504 consigo?	<input type="checkbox"/> No <input type="checkbox"/> Si <input type="checkbox"/> No <input type="checkbox"/> Si
D. ¿Tiene dificultades este estudiante que interfieren con su capacidad de asistir a la escuela o de aprender?	<input type="checkbox"/> No <input type="checkbox"/> Si
E. ¿Se le ha identificado a este estudiante como candidato para los servicios educativos para alumnos dotados y Talentosos (GATE)?	<input type="checkbox"/> No <input type="checkbox"/> Si

7. ÓRDENES JUDICIALES

¿Existe alguna orden judicial que restrinja los derechos legales de cualquiera de los padres? No Si

SI CONTESTÓ "SI", FAVOR ADJUNTAR UNA COPIA DE LA ORDEN JUDICIAL.

8. INFORMACION PARA EMERGENCIAS (Persona autorizada para cuidar al estudiante en caso de no poder comunicarse con los padres)

Nombre _____ Tel. de tarde o de la casa () _____ Tel. de día o del trabajo () _____
 Bíper/Celular () _____ Parentesco _____ Domicilio _____

9. FIRMA

Por favor llene esta forma completa y certeramente. Cualquier omisión o datos incorrectos en esta forma pueden resultar en el rechazo de la aplicación o la pérdida del lugar en la escuela. Yo confirmo que esta información es verdadera y correcta.

X _____ Fecha _____
 Firma de: (Marque uno) ___ Padre/Madre ___ Tutor Legal ___ Otro _____

Celerity Himalia Charter School no discrimina por raza, color, religión, edad, nacionalidad, género, orientación sexual, discapacidad, nacionalidad u origen étnico en la administración de sus políticas educativas, políticas de admisión y otros programas administrados por la escuela.

Regrese esta aplicación a:

Celerity Himalia Charter School, 2069 W. Slauson Ave. Los Angeles, CA. 90047

Call (323) 291-1211 for information. Fax (323) 291-0491

FOR OFFICE USE ONLY

Date Received: _____	Offered Enrollment/ _____	Offered Waitlist _____	PAR Received: _____
Records requested on: _____			
Birth Verification: ___ Birth Certificate ___ Baptismal Certificate ___ Passport ___ School Record ___ Immunization cleared			
Comments: _____			



Celerity Himalia Charter School

Pre- Enrollment Form (Lottery) 2016-2017

1. STUDENT INFORMATION

Legal Last Name	Legal First Name	Legal Middle Name	Other Name/Nickname	Grade 2016-17
Street Address		Apt # Unit #	City	Zip Code
Home Telephone # ()		Date of Birth / /		
District School of Residence _____				

2. FAMILY INFORMATION

Parent/Legal Guardian	
Last Name	First Name
Street Address (If different than student)	
Home Telephone ()	Pager/Mobile Phone ()
Email Address	
Day Telephone ()	

3. SIBLING INFORMATION

Do any siblings attend a Celerity school? _____ Yes _____ No

1. Sibling Name _____ Grade 2016-17 _____

2. Sibling Name _____ Grade 2016-17 _____

4. PARENT/GUARDIAN STATEMENT

I understand that if enrollment applications exceed space available, this application will be included in the lottery process to be held on February 17, 2016. I understand the Open Enrollment-Lottery Procedure and that this application does not guarantee admission to the school and that the lottery procedure might place my child on a waiting list. I understand that if I wish to enter any other Celerity School under the open enrollment policy it is my responsibility to file additional applications at those schools.

X _____ Date _____

Signature of: (Check one) _____ Parent _____ Legal Guardian _____ Other _____

Celerity Himalia Charter School does not discriminate on the basis of race, color, religion, age, citizenship, gender, sexual orientation, disability, nationality, or ethnic origin in administration of its educational policies, admissions policies, and other school administered programs.

Return this application no later than February 12, 2016 by 5:00pm:

Celerity Himalia Charter School, 2069 W. Slauson Ave. Los Angeles, CA. 90047
Call (323) 291-1211 for information. Fax (323) 291-0491

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Revised 09/2015

Date Received: _____ Offered Enrollment/ _____ Offered Waitlist



Celerity Himalia Charter School

Formulario de Pre-Matricula (Lotería) 2016-2017

1. INFORMACION DEL ESTUDIANTE

Apellido	Primer Nombre	Segundo Nombre	Otro Nombre	Grado 2016-17
Domicilio	Apt # Unidad #	Ciudad		Código Postal
# de Teléfono de Casa ()	Fecha de Nacimiento / /			
Distrito de Residencia : _____				

2. INFORMACION DE FAMILIA

Padre/ Guardián Legal	
Apellido	Nombre
Domicilio (solamente si es diferente que la del estudiante)	
Teléfono de Noche ()	Teléfono Móvil ()
Correo Electrónico	
Teléfono de Día ()	

3. INFORMACION DE HERMANOS/AS

¿Asisten hermano/as a la escuela Celerity? _____ Sí _____ No	
1. Nombre de Hermano/a _____	Grado 2016-17 _____
2. Nombre de Hermano/a _____	Grado 2016-17 _____

4. DECLARACION DE PADRE O TUTOR

Yo entiendo que si las aplicaciones de inscripción exceden el espacio disponible, esta aplicación será incluida en el proceso de lotería que se llevara a cabo durante el 17 de febrero 2016. Entiendo que el procedimiento de inscripción de lotería que esta aplicación no garantiza el acceso a la escuela y que el procedimiento de lotería podría colocar a mi hijo/a en la lista de espera. Entiendo que si quiero entrar a cualquier otra escuela de Celerity en el marco de la política de inscripción abierta es mi responsabilidad de presentar solicitudes adicionales en esas escuelas.

X _____ Date _____
 Firma de: (Marque uno) _____ Padre _____ Guardián Legal _____ Otro _____

Celerity Himalia Charter School no discrimina a ningún individuo sobre la base de la raza, color, religión, edad, nacionalidad, sexo, orientación sexual, discapacidad, nacionalidad u origen étnico en la administración de sus políticas educativas, políticas de admisión y otros programas de escuela administrada.

Regrese esta aplicación a la oficina a más tardar el 12 de febrero 2016 antes de las 5:00pm:

Celerity Himalia Charter School, 2069 W. Slauson Ave. Los Angeles, CA. 90047

Call (323) 291-1211 for information. Fax (323) 291-0491

FOR OFFICE USE ONLY

Revised 09/2015

Date Received: _____	Offered Enrollment/ _____	Offered Waitlist _____
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