



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 Rolas Charter School		
Facility Address or Target Neighborhood of Proposed Charter School:	Northeast 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@celerityschools.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 Dyad 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		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 a Principal/Director for the establishment of Celerity Rolas Charter School (CRCS) and accept the terms and conditions of their designees

a. Director/Principal

WHEREAS, Celerity Rolas Charter School’s Board (CRCS) designates Nadia Shaiq as the Director/Principal

THEREFORE BE IT that the acting Board of Directors ratifies and acknowledges the designee, Nadia Shaiq as the Director/Principal

RESOLVED, Celerity Rolas 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 Rolas 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 Rolas 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 Kendal Turner as the individual responsible for overseeing the internal financial management.

PASSED AND ADOPTED by the Celerity Educational Group at a meeting held on August 2, 2015.

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 ROLAS CHARTER SCHOOL WILL COMPLY
WITH ALL APPLICABLE LAW**

I, Grace Canada as CEO of Celerity Educational Group, hereby certify that Celerity Rolas 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

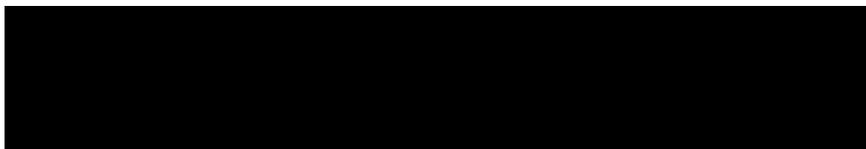
other public schools are is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. (Ed. Code, § 47605(l).)

- 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



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.

FRANCISCO TOMAS MARES, CPP

~ 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*

■ 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

EARLIER CAREER

<i>Accounting Clerk/Salesperson</i>	■ A.T.S. INSURANCE SERVICES, LOS ANGELES, CA	1998
<i>Bookkeeper</i>	■ LA RUE, CORRIGAN & MCCORMICK, CPA'S, WOODLAND, CA	1997
<i>Accounting Clerk</i>	■ 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

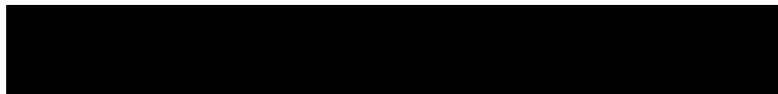
ACTIVITIES

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



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

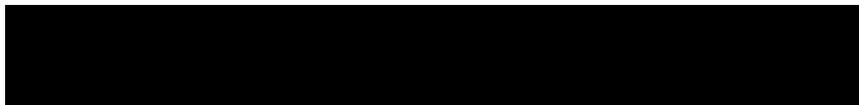
2004 **REVEILLE/FREMANTLE/CBS** Los Angeles, CA

PRODUCER

2003 **LIFETIME TELEVISION** Los Angeles, CA

CO-EXECUTIVE PRODUCER

Julie Stern



2003 **REVEILLE/UNIVERSAL TELEVISION** Los Angeles, CA
SUPERVISING PRODUCER

Education

Chose to withhold this information

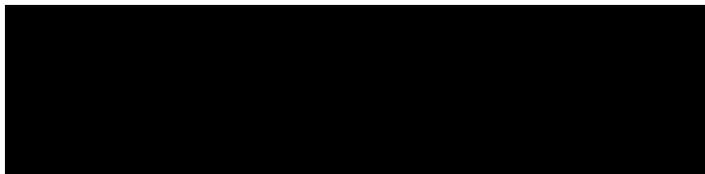
Memberships

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



- 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
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Memberships

- Member, Board of Directors, Celerity Educational Group
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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



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



EDUCATION:

University of New Orleans	New Orleans, LA	June 2006 - Dec 2007
<ul style="list-style-type: none">• Bachelor of Science in Accounting		
Southeastern Louisiana University	Hammond, LA	Aug 1995 - Dec 2000
<ul style="list-style-type: none">• 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

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

AMANDA L. ICKES



OBJECTIVE: To obtain a position as an Elementary Teacher

EDUCATION:

California State University of Long Beach (CSULB)

- Bachelor of Arts, Liberal Studies, 2012
- Multiple Subject Teaching Credential, 2012

Cerritos Community College

- Associates of Arts, Liberal Studies, 2009

EXAMS:

- California Basic Education Skills Test (CBEST) passed 2009
- California Subject Examinations for Teachers (CSET) passed 2011
- Reading Instruction Competence Assessment (RICA) passed 2012

TEACHING EXPERIENCE:

Elementary Teacher (Kindergarten)
Fall 2013

Celerity Troika, Los Angeles

- Plan instruction, set goals and implements the specified curriculum
- Work with students, instructional teams, parents and administrators to develop individual learning plans, independent study programs and academic remediation processes.

Elementary Teacher (1st and 3rd Grade)
Spring 2012

Mokler Elementary, Paramount

- Planned and implemented daily lesson plans in language arts, math, history, science, and art.
- Organized formal and informal meetings with parents to communicate the needs and goals of the students.
- Collaborated with the Learning Center Instructional Coach to meet the needs of the ELL and Special Needs students.

- Administered and recorded a district fluency test to determine the students words read per minute (WPM).
- Monitored ongoing student progress and communicated the obtained objectives to the parents.

EMPLOYMENT HISTORY:

Operator
2005-Present

Target, Seal Beach

- Answering the phone while assisting customers locate merchandise and try clothes on in the Fitting Room.
- Organizing the equipment used by all Team Members by keeping a log of the equipment that was checked-out or -in by the Team Members throughout the day.
- Obtained the title as Team Trainer in 2007.
- Train new Operators and Sales Floor Team Members when new employees are hired.
- When available, assist other Team Members by helping customers, hanging clothes, or folding clothes on the tables on the Sales Floor.

Tutor
2013-Present

1-On-1 Learning With Laptops, Compton

- Create Student Learning Plans from scores obtained from a pre-test given during the first meeting with the student.
- Create individual lessons for each student to accomplish their learning goals and administer lessons to students at either their homes or the library.
- Monitor student learning with informal assessment and customized quizzes.
- Communicate and brain-storm with the parents about the goals they want their children to accomplish and give weekly reports on their child's progress.

VOLUNTEER EXPERIENCE:

In-Class Volunteer (1st Grade)
2010-2011

Roosevelt Elementary, Long Beach

- Monitor ongoing student progress and assist the students when need.
- Work with small groups of students during math and language arts.
- Assess individual students on 'sight words' during instruction.

Nicole Marie Ricci

Objective: To obtain a challenging position utilizing my education and experience.

Certifications:

California Certified Teacher: Multiple Subjects k-6th grade

-12 units of Child Development

-CBEST, CSET, and RJCA
certified

-Currently enrolled in CLAD
program

Education:

University of Redlands School of Education: Teaching Credential Program -graduated 2014

Bachelor of Arts degree- California State University Monterey Bay -graduated with
distinction 2004-May 2008

Experience:

Celerity Troika Charter School

Teacher 3rd grade

Celerity Educational Group

Aug 2014-Present

- Foster a classroom climate conducive to learning
- Monitors students' progress towards achieving instructional objectives and goals
- Plans instruction, set goals and implements the specific curriculum
- Organizes teaching strategies to maximize allocated instructional time to increase student learning

Pala Learning Center:

Preschool Teacher

Little Feathers Preschool Pala, CA

Oct 2011 – June 2014

- Responsible for developing and implementing curriculum
- Created a safe and fun environment for students
- Developed class routines and schedules
- Routinely communicate with staff and parents regarding students education/behavior
- Created fun learning games for students to play

Abby Reinke Elementary School

Student Teacher 1st grade

TemeculaCA

Feb 2013- May 2013

- Created engaging curriculum and lesson plans
- Ensured all curriculum and lessons were within CA state standards and age appropriate
- Helped/supported Master teacher with established lessons and routines
- Managed entire classroom in Master teachers absence and last 3 weeks of program
- Created technology based lessons with use of the smart board
- Motivated and encouraged students to get excited about learning

Ulloa Elementary

After School Program Leader 3rd grade

San Francisco Ca

September 2009- June 2011

- Developed and implemented age appropriate curriculum
- Developed lesson plans within CA state standards with an emphasis in math and literacy

- Tutored and aided students with homework and school related projects
- Developed an art club held every Friday for students
- Communicated with parents, teachers and staff about students behavior/education

References:

Rosa Mattison- Preschool Teacher- Little Feathers Preschool (760) 532-7568

Maddie Bell- Co-worker at After School Academy (631) 880-0433

Nirmla Flores-University of Redlands Advisor (909) 748-6252

Keun (Anne) Lee

Highlights

As a *highly qualified* educator I have a strong desire and commitment to student development and learning. Dedicated to providing differentiated instruction and a positive classroom environment. Capable of using advanced technology and incorporating it into lessons.

Education

Pepperdine University, Graduate School of Psychology and Education

Los Angeles, CA

Master of Arts in Education with Teaching Credentials
Graduation Date: 06/2009

University of California, Santa Barbara

Santa Barbara, CA

Bachelor of Arts, Major: Sociology, Minor: Applied Psychology with an emphasis in Education
Sociology Association, Vice President: 2005-2006
Graduation Date: 06/2006

Experience

Tutoring

Greater Los Angeles Area/San Diego, CA

Aloha Mind Math, Arcadia, CA

03/2011-present

- Manage all administrative duties
- Teach math to students ages 5-13 using various techniques
- Teach reading and writing to students ages 5-13 to improve language skills

Oxford Tutoring

03/2010-03/2011

- Tutored SES and Foster students, grades ranging from Kindergarten to 9th grade
- Tutored students in math, language arts, reading and writing

Extra Credit Educational Center

07/2009-11/2009

- Tutored a student with a learning disability one on one
- Helped elementary and middle school students with their homework

Teaching

Los Angeles, CA

Celerity Troika Charter School, Celerity Educational Group

08/2013-Present

- Teaches lessons in math, science, and art
- Provides an atmosphere conducive to learning consistent with established school discipline procedures

Student Teaching

Roscomare Road Elementary, Kindergarten, Los Angeles Unified School District

02/2009-08/2013

- Taught lessons in math, science, and art
- Practice fluency by using choral, echo, shared, and guided reading

Third Street Elementary, Third Grade, Los Angeles Unified School District 09/2008-12/2008

- Observed and recorded information on classroom management, teaching strategies, and instruction
- Developed lessons and taught all subject areas

AmeriCorp-

Los Angeles, CA

TechMission Corps

08/2006-08/2008

- Provided community service in education to low-income students and families
- Participated in teaching at-risk communities to advance their knowledge in technology in day and night classes

Keun (Anne) Lee

Harambee Ministries

Pasadena, CA

Harambee Preparatory School, Harambee After-School

08/2006-08/2008

- Volunteered as a Math teacher for the fourth through sixth grade class
- Provided assistance with homework and supervision in the after-school program
- Coordinated all aspects of the school's five week summer camp
- Worked as a mentor and guidance counselor to junior high and high school students in the local neighborhood
- Received extensive training in urban education and urban ministry through CCDA, UYWI, and Here's Life Inner City

Private Tutoring

Pasadena, CA 2006-2008

- Tutored low-income students in Algebra, ESL, and Writing for 3rd, 9th, and 12th grade students

Teaching Assistant

Santa Barbara, CA

El Camino Elementary School, Sixth Grade, Goleta Union School District

02/2006-05/2006

- Oversaw various activities and lessons the students were engaging in throughout the day
- Worked in small groups with writing projects and math activities

Ellwood Elementary School, First Grade, Goleta Union School District

10/2005-12/2005

- Tutored students individually in math and reading and also worked in small groups in writing and math
- Organized, graded, cleaned, and filed papers and homework

Abroad English Tutoring

Bangkok Thailand

Ramkhambaeng University

06/2004-08/2004

- Taught simple phonic and grammar lessons for first time English language learners
- Worked in small groups and with individuals attending college

Sunday School Teacher

Los Angeles, CA

Galilee Mission Church

2002-2007

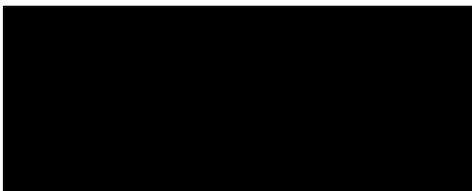
- Served as a Sunday School Teacher for 1st-6th grade students
- Developed lesson plans, games, arts and craft and various activities
- Coordinated and organized Vacation Bible School for 50+ elementary students
- Worked as a counselor and mentor to the youth group (middle-high school students)

Special Interest and Talents

- CPR and First Aid Certified
- Learned and played piano for 10 years, played guitar for 2 years
- Read and write Korean
- Knowledge of MAC and PC computers; Microsoft office; WPM 60

References

Available upon request



Education

University of Arizona, Tucson, AZ
Undergraduate, Elementary Education
Arizona Excellence Award, Dean's List

August 2007-December 2011

Highschool Education

August 2003-June 2007

Classroom Experience

Celerity Dyad Charter School
Teacher

August 2012-Present

- Foster a classroom climate conducive to learning
- Monitor students' progress towards achieving instructional objectives and goals
- Participate in a cooperative effort with faculty to plan and implement educational programs

Butterfield Elementary School
Student teaching in 2nd grade

August 2011-December 2011

- Created lesson plans and taught coursework including: mathematics, social studies, language arts, science, health, and technology daily over a 75 day period
- Worked closely with students to achieve daily and/or weekly goals
- Assisted in parent/teacher conferences both in and out of the classroom

Willow Creek Elementary School
Field Experiences in kindergarten classroom: 10 hours

Fall 2009

- Facilitated guided reading groups
- Conducted lesson plans with students one on one, and in small group settings

Mission Manor Elementary School
Methods application in 3rd grade

Spring 2009

- Designed lessons across a variety of subjects including fractions, ancient civilizations and physical science.
- Supported students in both group settings and on an individual basis
- Independently taught large and small group lessons daily

Davis Bilingual Magnet School
Field experienced k-6 students: 20 hours

Fall 2010

- Tutored and supported students within a range of homework assignments
- Obtained a valuable experience working with students from diverse backgrounds

Willow Creek Elementary School
Field Experiences in kindergarten classroom: 10 hours

Fall 2009

- Facilitated guided reading groups
- Conducted lesson plans with students one on--one, and in small group settings

Volunteer Work

High Plains Elementary School-Tutor

December 2011-Present

- Led students in small groups
- Facilitated Jesson plans and projects

Arrupe Jesuit High School-Work Study Trainer

July 2011

- Trained high schools students in low-income areas for work study programs
- Prepared students for business-related coursework

Kappa Kappa Gamma Sorority

August 2007-May 2011

- Organized and participated in philanthropy events for local charities including The Giving Tree- a charity aimed at providing food, clothing, and school supplies to homeless children
- Planned and attended visits to local schools with the Reading is Fundamental Organization in Tucson

Muscular Dystrophy Camp Counselor

Summer 2006 and 2007

- One on one counselor for a child with muscular dystrophy
- Care and companionship 24 hours per day across 7 days

Leadership Experience

Kappa Kappa Gamma Sorority, Tucson, AZHealth Advocate

August 2007-May 2011

- Produced informational presentations for chapter meetings for various health awareness
- Organized chapter health events campus wide

Ross Recreation, Ross, CA-Camp Counselor

Summers 2008-2010

- Supervised a group of 10 children in grades k-8
- Encouraged camper interaction through leadership workshops
- Provided guidance and instruction to counselors in training

Nanny

Aug 2008 -Aug 2009

- Responsible for two children ages 9 and 11
- Prepared meals, arranged activities, and provided transportation

Bryson M. Naylor

Education

Loyola Marymount University, Los Angeles, CA

June 2012 - May 2014

Master of Arts in Urban Education

Cumulative GPA: 3.97

- Concentration: Language and Culture
- Master's Thesis: English Language Development and Math Performance Tasks
- Urban Education Student Researcher of the Year - 2014
- Completed Multiple Subject Teaching Credential - 2013

New York University, New York, NY

September 2008 - December 2011

Bachelor of Arts in Politics and Spanish

Cumulative GPA: 3.85

- Class Marshal - Graduation, 2011
- College of Arts and Science Dean's Honor List - 2009, 2010, 2011
- Intercollegiate Athletics Advisory Committee Honor Roll - 2009, 2010, 2011
- College Swimming Coaches Association of America Honorable Mention Scholar All-American - 2009, 2010, 2011

Suncoast High School, South Florida

September 2004-June 2008

WORK EXPERIENCE

Celerity Octavia Charter School, Los Angeles, CA

August 2012 - Present

Middle School Teacher/Curriculum Specialist

- 2014-2015: Instructed 29 eighth grade students and 21 sixth grade students in mathematics and science.
- 2013-2014: Instructed 26 eighth grade students and 22 sixth grade students in mathematics and science.
- 2012-2013: Instructed 22 sixth grade students in English language arts, mathematics, science and history.

North County Aquatic Complex, Jupiter, FL

Lifeguard/Swim Instructor - Certified in CPR/AED and First Aid

- Monitored 500 guests 40 hours per week at an Olympic-sized county pool
- Instructed 50 children, ages 3 to 13, in various aquatic skills, ranging from safety techniques to stroke refinement.
- Received superior marks for rescuing abilities during the seasonal county audit.

Law Offices of Jennifer S. Carroll, P.A., Palm Beach Gardens, FL

Summers 2009 and 2010

Summer Intern

- Aided an appellate attorney in correspondence with clients, preparation for oral argument, and the editing of briefs.
- Modernized the firm's record system by reviewing completed cases - some older than 20 years - and scanning the relevant documents, helping the business to go paperless.

LEADERSHIP EXPERIENCE

Teach For America, Los Angeles, CA

June 2012 - June 2014

Corps Member

- Instructed fourth grade students at Summer Institute, a rigorous 5 week teacher training program.
- Prepared and delivered a speech on the importance of Community at the TFA LA induction ceremony.

NYU Men's Varsity Swimming and Diving, New York, NY

September 2010- February 2012

Captain to 25 swimmers across two seasons

- Developed and ran original workouts to augment the team's training outside of the traditional season.
- Instituted a new "three-strikes" disciplinary policy that dramatically improved the team's daily attendance.

ATHLETIC ACHIEVEMENTS

NYU Men's Varsity Swimming and Diving, New York, NY

September 2008 - February 2012

- NYU Most Valuable Player - 2010, 2011
- NYU Rookie of the Year - 2009
- 6-time NCAA qualifier - 2009, 2010, 2011
- IO-time UAA Conference Finalist - 2009, 2010, 2011, 2012

Adriana M. Hartwell (Copy)

Objective

To assist classroom teachers in developing their skills as educators, through the implementation of instructional programs, classroom management systems, and differentiating techniques.

Education

California State University, Long Beach
SB 2042 Multiple Subject Credential

September 2007 – December 2008

University of California, San Diego
Bachelors of Arts

September 2002 – June 2006

Major: Ethnic Studies

Minor: Educational Studies

**Provost Honors List, Thurgood Marshall College, UCSD*

Celerity Octavia Charter School – 3rd Grade Teacher /Curriculum Specialist Feb. 2012 – Present

- Managing a classroom size ranging from 20 – 24 students.
- Developing and implementing a Common Core oriented curriculum in collaboration with other third grade teachers, the curriculum-specialist, and our resource team.
- Developing and implementing a classroom management system that maintains an orderly and engaging classroom environment with clear and consistent expectations.
- Identifying individual student strengths and challenges, and tailoring my teaching strategies to address their specific learning needs.
- Maintaining open and ongoing positive dialogue with family members to foster school community, encourage participation, and ensure student achievement both within and outside of the classroom.
- Organizing school community-building events (such as Fall Festivals, the Haunted House, and Family Philanthropy Nights).

Bellflower Unified School District – Substitute Teacher K-12

Jan. 2009 – Feb. 2012

- Managing classroom sizes ranging from 20 - 35 students.
- Teaching subjects ranging from: K-12 general education, K-12 special education, and district pre-school / Head Start programs
- Instructing assigned classes based on given lesson plans, in accordance to district philosophy, goals, and objectives
- Developing alternative lesson plans in case none are given
- Establishing and maintaining order in the classroom
- Maintaining a classroom environment conducive to effective learning
- Implementing disciplinary actions in accordance to the master teacher's rules and consequences

A Plus Learning Center – Classroom Teacher

Jan. 2009 – Feb. 2012

- Tutoring and homework help (3rd and 4th grade)
- Classroom management and organization (20 students)
- State testing preparation workshops (planning and execution)
- Planning and teaching academic enrichment lessons and activities
- Student portfolios, progress reports, behavioral plans, and incident reports

YMCA After School Literacy Program – Classroom Teacher

Jan. 2008 – Aug. 2008

- Homework tutoring and supervision (1st grade)
- Classroom management (18 students)
- “Kids-Lit” literacy program planning and instruction
- Planning and teaching academic enrichment lessons and activities
- Classroom cleaning and organization
- Office duties: student portfolios and records, supplies inventory, progress/incident reports

Bellflower Unified School District, Bellflower, California

Fall 2008

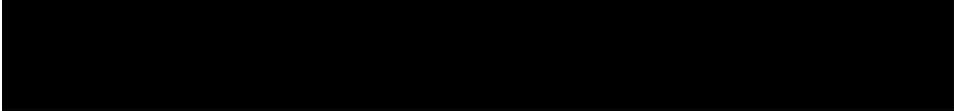
Washington Elementary, Grade 2

Ernie Pyle Elementary, Grade 4/5 (combination classroom)

- Planned and taught all areas of the curriculum
- Developed a classroom behavior management system and additional plans to fit students’ individual needs (student / teacher generated behavioral contracts with established expectations, rewards, and consequences)
- Incorporated relevant resources and materials to enhance learning across the curriculum.
- Integrated technology into the curriculum through the use of power points
- Implemented varied assessments including standardized, written response, performance task, presentations, differentiated questioning, and anecdotal records based on observations
- Planned and implemented multi-level ELD lessons daily
- Implemented daily intervention programs such as: Specific Skills, Standards Plus, and Read Naturally
- Devised a program of cooperative small group learning to differentiate instruction.
- Attended faculty meetings, SST meetings, and facilitator meetings to learn about the school environment
- Participated in community meetings, Back-to-School night, parent teacher conferences, and other school functions
- Established and maintaining order in the classroom
- Maintained a classroom environment conducive to effective learning

- Fluent in Spanish
- Microsoft Word, Excel, Outlook, and Power Point
- Building Study Island Exams that tailor to specific standards

Shannon K. Ciaccio



OBJECTIVE

I believe in creating a socially just learning community where I can work collaboratively with faculty, teachers, and students to support successful life-long learners and community members.

EDUCATION

University of California, Los Angeles **09/2010 – 06/2012**
Multiple Subject Teaching Credential with CLAD authorization
NCLB Compliant for multiple subject grades K-8th
Master's in Education, focus in Urban Education Studies

California BTSA Program **09/2011- 05/2013**

University of California, Los Angeles **09/2006 - 06/2010**
Bachelors of Arts – Major in Art; Minor in Education Studies

EXPERIENCE

4th Grade Classroom Teacher/Curriculum Specialist **09/2011-present**
Celerity Octavia Charter School, Los Angeles, CA

- Instructed general education students and English Language Learners as their 4th grade general education teacher in a full inclusion classroom
- Implemented Journey's Common Core Houghton-Mifflin reading curriculum and Envision Math curriculum
- Implemented the Principals of Learning within my teaching practice and philosophy
- Instruction integrated technology weekly through Study Island.com assessments, Thinkcentral.com, STmath.com (JIII) visual math activities, and pearsonrealize.com
- Participated in Professional Development; collaborated weekly with 4th grade level team, attended weekly staff development lead by the curriculum specialists, attended monthly companywide professional development
- Analyzed and developed instructional intervention based on assessment data and performance on CA standards and CA Common Core standards
- Taught project based learning through participating in the DREAM Project connecting students to global issues and awareness; in the 4th grade we became educated about primary education in Pakistan and Fundraised for the Pennies for Peace Foundation
- Collaborated with the resource specialist to differentiate instruction for students within my classroom with Individualized Learning Plans and took action to initiated Student Service Team to plan intervention for students with special needs.
- Conducted collaborative meetings with student's parents to diagnose and implement intervention based on the student's individual academic needs
- Familiar with Powerteacher gradebook, schoolnet and Datadirector

Student Teaching Placement in LAUSD: 3rd Grade

04/2011 -06/2011

66th Street Elementary School, Los Angeles, CA

09/2010 - 12/2010

- Instructed 26 English language learners in a general education 3rd grade classroom
- Developed and taught CA standards based original lesson plans using EnVision and Harcourt Math texts
- Experience using Writer's Workshop
- Implemented several workshops integrating VAPA standards and ELD standards
- Participated in FST analysis meetings and student led conferences
- Attended grade-level planning meetings and professional development
- Worked with my guiding teacher in analyzing assessment data and planning intervention

Student Teaching Placement in LAUSD: Kindergarten

01/2011 - 03/2011

66th Street Elementary School, Los Angeles, CA

- Instructed 24 ELD level one kindergarten students in a general education classroom
- Supported English language learners by using theory based ELL and GLAD strategies
- Used the Open Court Reading curriculum during literacy and phonics instruction as a guideline in teaching original CA literacy standards based lesson plans
- Implemented theory based classroom management strategies

**UCLA Artsbridge Scholar: VAPA/ELD Student Teacher, 2nd Grade
Thomas Jefferson Elementary School, Compton, CA**

09/2008 - 06/2009

- Taught a 15 lesson residency to 24 students in a general education 2nd grade classroom
- Lessons integrated VAPA standards and ELD standards to support student language development by using visual art skills (color theory and heritage)
- Created a Web Blog chronicling my teaching experience with lesson plans, reflections, photos, and worksheets posted as resources to share with the educational community
- Presented my residency as a speaker at the annual Artsbridge Symposium 2009, UCLA
- Awarded the Webb Award for my participation as an Artsbridge Scholar

LEADERSHIP and SCHOLARSHIP

**Novice Sub-Representative in UCLA Teacher Education Program
Student Action Committee**

09/2010 - present

- Attended planning meetings organizing graduate school forms and social networking

**Published Article in: Arts=Education Connecting Learning
Communities in Los Angeles, Edited by Amy-Shimshon-Santo "Two
Heads are Better than One"**

Fall 2010

- Wrote an article about the importance of collaborative teaching in creating effective lessons for students in urban areas

UCLA Undergraduate Admissions & Student Relations Ambassador

04/2009 - 09/2010

- Received training on the undergraduate admissions process and in giving recruitment presentations using PowerPoint

OTHER EXPERIENCE

Childcare Assistant, Pacific Palisades, CA

10/2008- Present

- Performed weekly supervision tasks for two male children, 4th grade and kindergarten

**Operations Managers Assistant at ASUCLA LuValle Commons
Los Angeles, CA**

04/2007 - 12/2010

- Created schedules and organized invoice payments using Excel and Word
- Led and organized quarterly employee meetings
- Assisted management in the decision making process in employee hiring, interviewing, and scheduling

Jennifer Alcalá

EDUCATION

- MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION** **AUGUST 27, 2015 - PRESENT**
CONCORDIA UNIVERSITY IRVINE
Depth of Study: Master of Arts in Education with a Preliminary Administrative Credential
- MULTIPLE SUBJECT TEACHING CREDENTIAL** **AUGUST 2008 – MAY 2009**
BACHELOR OF ARTS IN LIBERAL STUDIES ELEMENTARY EDUCATION **AUGUST 2005- MAY 16, 2009**
Depth of Study: Visual and Performing Arts, English Supplemental
Humboldt State University Arcata, CA

**FIELD WORK
EXPERIENCE**

Celerity Educational Group **January 2015- Present**
Curriculum Specialist

- Created supportive pacing guides for Common Core curriculum and instruction to ensure the success of all students, including gifted, English Language Learners, and SPED students.
- Create and implemented standard based assessments
- Supported, modeled and provided effective feedback for teacher growth.
- Led Professional development, grade level meeting and workshops.

Celerity Educational Group **August 2011- January 2015**
Third Grade Teacher

- Implemented a standards-based curriculum to ensure the success of all students, including gifted, English Language Learners and SPED students.
- Researched and executed instructional strategies and activities to promote critical thinking, active learning, and deeper understanding of the Common Core standards.
- Piloted the Smarter Balanced Assessment to gain better understanding of Common Core item and performance tasks.
- Differentiated instruction for students based on pre-assessments, formative assessments, and post-assessments.
- Adapted instructional methods based on research, student data, and individual learning styles.

AmeriCorps: PASS Program **November 2010- August 2011**
Site Coordinator, Oak Glen High School

Promoting Achievement and Student Success for high-potential youth at a continuation high school.
One-on-one mentoring as well as implementing “Too Good for Drugs and Violence” curriculum for a 30 student case load.

Woodcraft Rangers **March 2010 – June 2010**
Club leader

Instructor and curriculum creator of a 20 student Science based classroom ranging from K-5th grade.
After school enrichment program benefiting students from Urban areas.

Academic Advantage **September 2009 – June 2010**
One-on-One Tutor

Create and implement Curriculum based on the CA State Standards to help improve student comprehension
And test scores on a one-on-one basis.

**STUDENT
TEACHING
EXPERIENCE**

STUDENT TEACHER

JANUARY 2009 – JUNE 2009

Winship Middle School Eureka, CA

- ◆ In a diverse, self-contained sixth grade classroom.
- ◆ Developed standard-based curriculum that integrates multiple subjects for math, reading, and science.
- ◆ Contributed to student learning in small group, individual and whole class settings.
- ◆ Implemented experimental and tactile activities accompanied with multimedia fundamental learning tools. (Realia, PowerPoint, digital projections and visual supports.)
- ◆ Assisted in fieldtrips including: R.E.E.F., Gem & Stone Exhibit, Zane Middle School.

STUDENT TEACHER

AUGUST 2008 – DECEMBER 2008

Pacific Union Elementary School Arcata, CA

- ◆ An ethnically and academically diverse, self-contained third grade classroom.
- ◆ Developed a standard-based Native American thematic unit.
- ◆ Contributed to student learning in small reading groups and whole class direct instruction.
- ◆ Assisted in fieldtrips including: Arcata Fresh Water Marsh and Arcata Community Pool.
- ◆ Assisted in the coordination and production of a grade-wide play: "Character Matters."

INTERNSHIPS

Eureka Community Court Schools

March 2008 – May 2008

Observer and Assistant

Observed and worked one on one with at-risk students in all subject areas and multiple grade levels including Students in Juvenile Hall.

Jacoby Creek Elementary School: 2nd Grade

January – May 2008

History and Science Classroom Aide

Observed and assisted with student learning and management in the classroom.

Fieldbrook Elementary:

September – December 2007

K-8 Observer and Classroom Aide

Observed and assisted in multiple classrooms to gain a perspective of different teaching methods and grade levels.

Jacoby Creek Elementary School

January – May 2007

1st and 6th Grade Math teacher's Aide

Developed and implemented hands-on curriculum in math. Contributed to student learning in small groups, individual and whole class settings.

Sunny Brae Junior High:

September - December 2006

Math Aide

Observed and assisted students in 6th, 7th and 8th grade math.

Arcata Elementary: 4th and 5th Grade P.E. Instructor

September –December 2006

Created and implemented inclusive, standard based curriculum for one semester of Physical Education.

Team-Taught a variety of students at different developmental levels.

Equinox Charter Elementary

January – May 2006

3rd Grade Teacher's Aide

Observed and worked with students, one on one, in small groups, as well as a whole class.

Participated in fieldtrips, physical education fine arts and community building exercises.

**OTHER
EXPERIENCE**

Intern, California Science Center, Hands-On Science Camp

June 2008 – August 2008

Assisted in weekly hands-on science courses from pre-school-8th grade.

July 2007 – August 2007

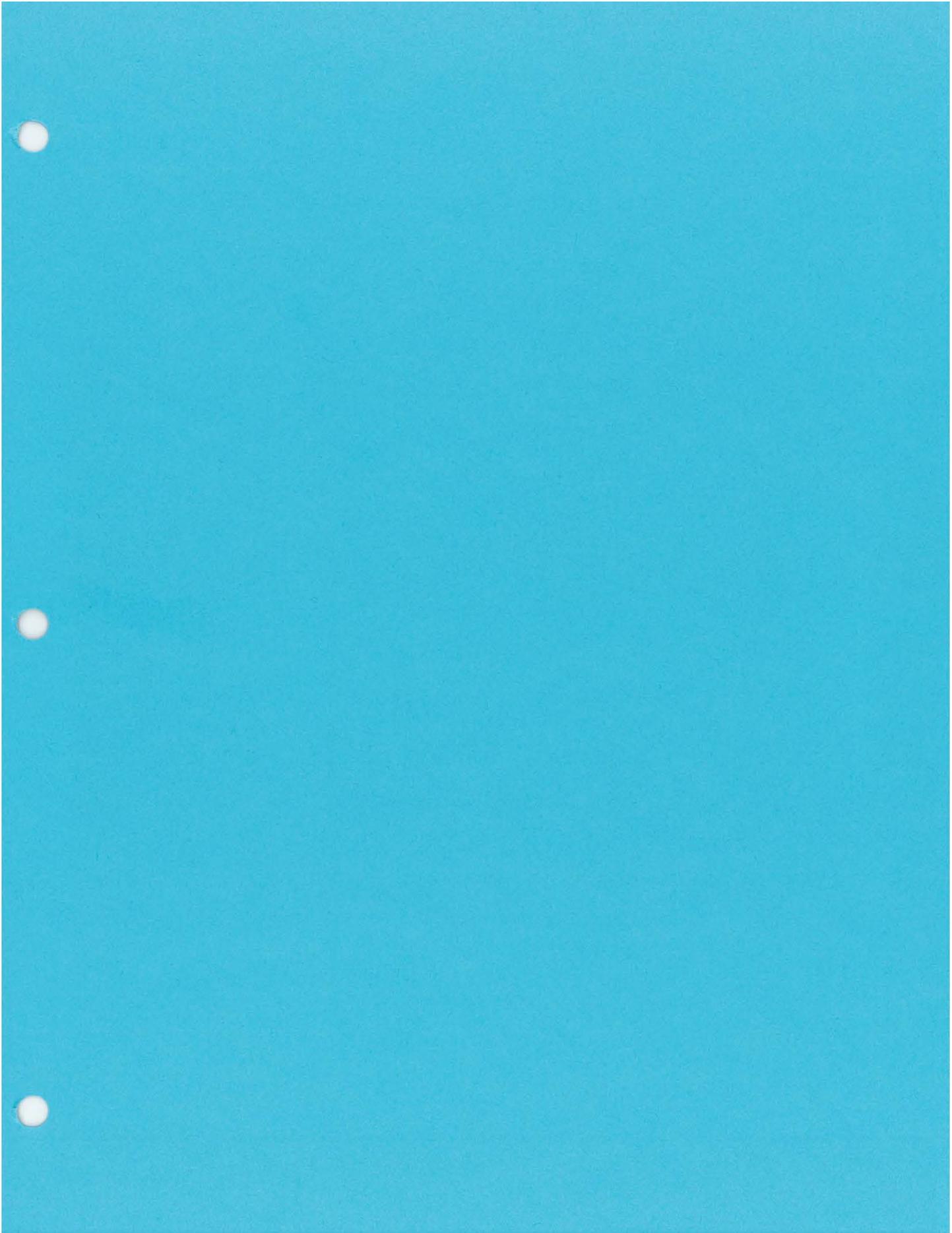
Assisted in fieldtrips, small group instruction and whole group instruction.

LEADERSHIP

President, Gamma Alpha Omega Sorority Inc.

August 2008- May 2009

Oversaw 25 members and led meetings following Robert's Rules of Order. Completed weekly and monthly reports, community service and study hours.



Document

ICKES, AMANDA > Document:

New Search

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

Last Name: ICKES
First Name: AMANDA
Middle Name: LEE

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

1 - 3 of 3

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
150150806	Multiple Subject Teaching Credential	Clear	Valid	7/22/2015	8/1/2020			
123130332	Multiple Subject Teaching Credential	Preliminary	Valid	6/15/2012	7/1/2017			
110178180	Certificate of Clearance		Valid	9/28/2011	10/1/2016			

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	
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	

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

RICCI, NICOLE > Document:

New Search

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

Last Name: RICCI
First Name: NICOLE
Middle Name: MARIE

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

1 - 2 of 2

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
140049586	Multiple Subject Teaching Credential	Preliminary	Valid	2/25/2014	3/1/2019			
110102996	Certificate of Clearance		Valid	6/13/2011	7/1/2016			

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	
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	

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
R141	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

Employment Restrictions

No Records

DOCUMENT

LEE, KEUN > Document:

New Search

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

Last Name: LEE
First Name: KEUN
Middle Name: JOO

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
150021819	Multiple Subject Teaching Credential	Clear	Valid	2/2/2015	3/1/2020	1/25/2010		

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
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

WALDMANN, KATHARINE > Document:

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

Last Name: WALDMANN **Last Known County of Employment:** Note: Please verify County of Employment is current if flag displayed, click the adverse and commission Actions tab. If no flag, review
First Name: KATHARINE **Adverse and Commission Actions Indicator:**
Middle Name: LEE status field under the all documents tab to view any adverse action taken.

Current Document All Documents [Adverse and Commission Actions]

1 - 3 of 3

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
140123310	Certificate of Clearance		Valid	7/7/2014	8/1/2019	7/7/2014		
140124312	Multiple Subject Teaching Credential	Clear	Valid	7/1/2014	8/1/2019	3/20/2012		
120075281	Multiple Subject Teaching Credential	Preliminary	Valid	3/20/2012	4/1/2017	3/20/2012		

Authorization/Subjects

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
ELAI	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	NONE		MAJ	
R2M	valid, non-emergency credentials or permits held, as specified in Education code 44253.3. This credential authorizes the holder to teach all subjects in a self-contained class and, as a self-contained classroom teacher, to 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.		General Subjects	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

NAYLOR, BRYSON > Document:

[New Search](#)

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

Last Name: NAYLOR
First Name: BRYSON
Middle Name: MACKENZIE

Last Known County of Employment: LOS ANGELES UNIFIED SCHOOL DISTRICT

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.

Adverse and Commission Actions Indicator:

Current Document All Documents Adverse and Commission Actions									
1 - 3 of 3									
Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade	
150162615	Multiple Subject Teaching Credential	Clear	Valid	6/26/2015	7/1/2020				
130143971	Multiple Subject Teaching Credential	Preliminary	Valid	6/28/2013	7/1/2018				
120557958	Certificate of Clearance		Valid	6/23/2012	7/1/2017				

Authorization/Subjects					
1 - 2 of 2					
Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
E1A1	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	
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.	

Employment Restrictions

No Records

DOCUMENT

CORRAL, ADRIANA > Document:

New Search

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

Last Name: CORRAL
First Name: ADRIANA
Middle Name: MARIE

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

1 - 2 of 2								
Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
140130879	Multiple Subject Teaching Credential	Clear	Valid	7/2/2014	8/1/2019	12/24/2008		
140016564	Multiple Subject Teaching Credential	Preliminary	Valid	1/1/2014	1/1/2016	12/24/2008		

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	

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: HICKEY **Last Known County of Employment:** Note: Please verify County of Employment is current
First Name: SHANNON **Adverse and Commission Action Indicator:** If flag displayed, click the Adverse and Commission Actions tab. If no flag, review
Middle Name: KAREN **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								
Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Special Grade	Recommending Agency
130154497	Multiple Subject Teaching Credential	Clear	Valid	7/2/2013	8/1/2018	6/10/2011		LOS ANGELES COUNTY OFFICE OF EDUCATION
110101875	Multiple Subject Teaching Credential	Preliminary	Valid	6/10/2011	7/1/2016	6/10/2011		UC LOS ANGELES
101064755	Certificate of Clearance		Valid	1/13/2010	2/1/2015			

Authorization/Subjects				
1 - 2 of 2				
Authorization Code	Authorization Description	Subject Code	Subject Description	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		

DOCUMENT

Document Number:

[New Search](#)

Last Name: ALCALA **Last Known County of Employment:** Note: Please verify County of Employment is current.
First Name: JENNIFER **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	
130133317	Multiple Subject Teaching Credential	Clear	Valid	7/11/2013	8/1/2018	6/12/2009			LOS ANGELES COUNTY OFFICE OF EDUCATION	
090144542	Multiple Subject Teaching Credential	Preliminary	Valid	6/12/2009	7/1/2014	6/12/2009			HUMBOLDT STATE UNIVERSITY	
070120790	Certificate of Clearance		Valid	1/25/2007	2/1/2012					

Authorization/Subjects					
1 - 3 of 3					
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	
R2B	This credential authorizes the holder to teach single-subject-matter (departmentalized) courses within the field of the supplementary authorization listed in grades nine and below.	ENGL	English	MIN	
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	

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

Celerity Rolas 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) Teacher's Signature	Street Address City, Zip Code	Phone / including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
✓ 9/14/15	Amanda Eckes <i>[Signature]</i>						
✓ 9/14/15	Nicole Ricci <i>[Signature]</i>						
✓ 9/14/15	Anne ^(Kern) Lee <i>[Signature]</i>						
✓ 9/14/15	Katie ^(Katharine) Waldmann <i>[Signature]</i>						
✓ 9/15/15	Bryson Naylor <i>[Signature]</i>						
✓ 9/15/15	Adriana Hartwell / Corra Adriana Hartwell <i>[Signature]</i>						
✓ 9/15/15	Shannon Hickey <i>[Signature]</i>						
✓ 9/15/15	Jennifer Alcalá <i>[Signature]</i>						



**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.

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.
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.

Form - REV 07/07/14


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


Board 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)



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

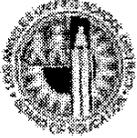
7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?
Recently elected by board of a publicly-listed business to assess and, if appropriate, to negotiate an acquisition of the company by its CEO. I determined, 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
Initials



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

CH
Board Member
Initials



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

Name of Board Member: <u>DANA WALDEN</u> Name of Proposed/Renewing Charter School: <i>Celerity Rolas</i>

**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.


Board Member
Initials



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
Initials



Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

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:

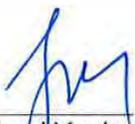
As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, 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
Initials



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
Initials



Charter Schools Division
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



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: <u>CELERITY</u>

**CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE***

Board Member:

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 funds 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 brief 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.

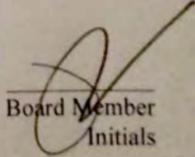
The board should thoroughly comprehend the purpose of the Celerity's mission: To provide an education that engages its students and challenges them to keep achieving greater accomplishments. Continuous review of yearly reports will determine if the school is on track with their mission's objective.

The board has the responsibility for the on-going performance review of the 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.

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 efficient.

Questionnaire must be current within 12 months of petition submission.

07/07/14


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.

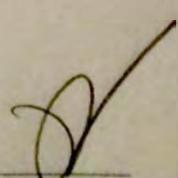
8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

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
Initials



Charter Schools Division
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.

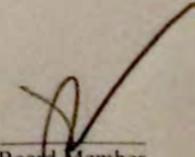
- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify:)
- None

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





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.



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?


Board Member
Initials



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.

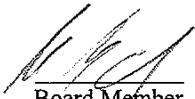
- Immediate Family (spouse, domestic partner, child, parent)
- Non-immediate family
- Professional/business
- Friend
- Casual/social
- Other (Specify:)
- None


Board Member
Initials



Charter Schools Division
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- 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



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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 Rolas 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"/> Guamanian	<input type="checkbox"/> Hawaiian	<input type="checkbox"/> Hmong	<input type="checkbox"/> Decline to State
<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"/> Tahitian	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> White	
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 Rolas 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 _____ Date _____	
Signature of: (Check one) ___ Parent ___ Legal Guardian ___ Other _____	

Celerity Rolas 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 Rolas 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 Rolas 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
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"/> Japonés	<input type="checkbox"/> Coreano	<input type="checkbox"/> Laotiano	<input type="checkbox"/> Otro Asiático	<input type="checkbox"/> Otro Isleño Pacífico
<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"/> 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)	
Teléfono por las tardes o de la Casa ()	Bíper/Teléfono Celular ()
Correo Electrónico	
Empleador (opcional) Teléfono de día o del Trabajo ()	Empleador (opcional) Teléfono de día o del Trabajo ()
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 Rolas 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 () _____
 Búper/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 Rolas 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 Rolas 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 Rolas 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 Rolas 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 Rolas 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 _____
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Celerity Rolas 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 Dia ()	

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 Rolas 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 Rolas 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
