



MEETING OF THE

SCHOLARSHIP COMMITTEE

Monday, June 29, 2015

1:00 p.m. – 2:00 p.m.

SCAG Main Office

818 West 7th Street, 12th Floor

Policy Committee Room B

Los Angeles, CA 90017

(213) 236-1800

Teleconference Is Available

If members of the public wish to review the attachments or have any questions on any of the agenda items, please contact Houston Laney at (213) 236-1906 or via email laney@scag.ca.gov.

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Main Office

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SCHOLARSHIP COMMITTEE MEMBERSHIP

June 2015

- 1. Hon. Cheryl Viegas-Walker, El Centro, District 1, Chair**
- 2. Hon. Carl Morehouse, San Buenaventura, District 47**
- 3. Hon. Greg Pettis, Cathedral City, District 2**
- 4. Hon. Pam O'Connor, Santa Monica, District 41**
- 5. Hon. Larry McCallon, Highland, District 7**
- 6. Mr. Randall Lewis, Lewis Group of Companies, EAC Ex-Officio**
- 7. Dr. Dohyung Kim, California State Polytechnic University, Pomona**
- 8. Dr. Ron Loveridge, University of California, Riverside**
- 9. Dr. James Moore, University of Southern California**

SCHOLARSHIP COMMITTEE MEETING
Monday, June 29, 2015
1:00 p.m. – 2:00 p.m.

TELECONFERENCE INFORMATION

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Please Call: (877) 873-8017
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TELECONFERENCE LOCATIONS:

Hon. Carl Morehouse
SCAG Ventura County Regional Office
950 County Square Drive, Suite 101
Ventura, CA 93003

Hon. Greg Pettis
City of Cathedral City
68700 Avenida Lalo Guerrero
Cathedral City, CA 92234

Hon. Pam O'Connor
30 Rue Vaubecour
69002 Lyon
France

Mr. Randall Lewis
Lewis Group of Companies
1156 North Mountain Avenue
Upland, CA 91786

Dr. Dohyung Kim
California State Polytechnic University, Pomona
Department of Urban & Regional Planning
3801 West Temple Avenue
Pomona, California 91768

Dr. Ron Loveridge
Snowcreek Resort
1254 Old Mammoth Rd, Unit 291
Mammoth Lakes, CA 93546

SCHOLARSHIP COMMITTEE

AGENDA

JUNE 29, 2015

The Scholarship Committee may consider and act upon any of the items listed on the agenda regardless of whether they are listed as information or action items.

CALL TO ORDER

(Hon. Cheryl Viegas-Walker, Chair)

INTRODUCTIONS

PUBLIC COMMENT PERIOD – Members of the public desiring to speak on items on the agenda, or items not on the agenda, but within the purview of the Council, must fill out and present a Public Comment Card to the Assistant prior to speaking. Comments will be limited to three (3) minutes per speaker provided that the Chair has the discretion to reduce this time limit based upon the number of speakers. The Chair may limit the total time for all public comments to twenty (20) minutes.

REVIEW AND PRIORITIZE AGENDA ITEMS

ACTION ITEM

1. SCAG Scholarship Program

Attachment

Page
1

Recommended Action: Recommend one (1) student each from Imperial, Orange, Riverside, San Bernardino, and Ventura Counties and two (2) students from Los Angeles County, to receive the 2015 SCAG Scholarship Program Award. The Scholarship Committee may, at their discretion (not compulsory), recommend an additional student—from any SCAG county—to also receive a scholarship award. Recommendations will be forwarded to the Regional Council for approval at their July 2, 2015 meeting.

FUTURE AGENDA ITEM(S)

ADJOURNMENT

DATE: June 29, 2015

TO: Scholarship Committee

FROM: Houston Brooks Laney; Legislative Analyst; (213) 236-1906; laney@scag.ca.gov

SUBJECT: SCAG Scholarship Program

RECOMMENDED ACTION:

Recommend one (1) student each from Imperial, Orange, Riverside, San Bernardino, and Ventura Counties and two (2) students from Los Angeles County, to receive the 2015 SCAG Scholarship Program Award. The Scholarship Committee may, at their discretion (not compulsory), recommend an additional student—from any SCAG county—to also receive a scholarship award. Recommendations will be forwarded to the Regional Council for approval at their July 2, 2015 meeting.

EXECUTIVE SUMMARY:

The SCAG Scholarship Committee was formed by the Regional Council to evaluate submitted applications for the SCAG Scholarship Program, the purpose of which is to provide financial support to a select group of high school and community college students and offer local planning experience that students can use to develop their long-term career goals. This year, SCAG received fifty-four (54) applications in total, and twenty-three (23) of those have been forwarded to the Scholarship Committee for further evaluation. The Scholarship Committee has been asked to recommend seven (7) students total, with one (1) student each from Imperial, Orange, Riverside, San Bernardino, and Ventura Counties, and two (2) students from Los Angeles County to receive the 2015 SCAG Scholarship Program Award. The Scholarship Committee may, at their discretion (not compulsory), recommend an additional student—from any SCAG county—to also receive a scholarship award.

STRATEGIC PLAN:

This item supports SCAG's Strategic Plan; Goal 1: Improve Regional Decision Making by Providing Leadership and Consensus Building on Key Plans and Policies; Objective b: Improve regional decision making by providing leadership and consensus building on key plans and policies; develop external communications and media strategy to promote partnerships, build consensus and foster inclusiveness in the decision making process.

BACKGROUND:

In July 2009, the Regional Council approved the SCAG Scholarship Pilot Program, which is intended to provide financial support to a select group of high school and community college students and offer local planning experience that students can use to develop their long-term career goals. Now in its fifth year, the program is open to high school juniors and seniors and community college students who reside in the six-county SCAG region. Students applying are required to have a minimum 3.0 grade point average and must be enrolled in higher education, if graduating. As part of the application, students are required to submit a completed application form; a minimum 500-word essay, describing their interests in urban planning and public policy; two (2) letters of recommendation; and a current transcript of records.

REPORT

After the last meeting of the Scholarship Committee on May 27, 2014, there was some discussion regarding the future of the SCAG Scholarship Program. In order to achieve the maximum possible benefit from both the organizational and recipient standpoints, the Committee felt it was necessary to examine the ways in which SCAG can improve the Scholarship Program. The Committee recommended the following:

- Increase the scholarship award amount to \$4,000;
- Provide an additional scholarship that is not tied to a specific county, but could be awarded at the Committee's discretion;
- Improve outreach efforts; and
- Alter and/or improve the requirements of the program (i.e., application, essay, letters of recommendation, transcript(s), etc.).

The Regional Council approved the changes to the SCAG Scholarship Program at their meeting on February 5, 2015. Staff will work to implement the changes in future iterations of the program.

In addition to a monetary award of \$4,000, recipients will also participate in a two-week internship with SCAG or a local planning agency. The purpose of the internship is to introduce students to a career in urban planning and local government, and scholarship recipients will be expected to perform light office work and attend meetings with a designated mentor. Students will also be expected to come to SCAG's downtown Los Angeles office for a Regional Council meeting where they will have the opportunity to meet with government representatives and attend a seminar with speakers from urban planners and elected officials.

Applications for the SCAG Scholarship Program were due (postmarked) by Thursday, April 30, 2015 (NOTE: Since the changes to the Scholarship Program were not approved until February 5, 2015, the applications were due almost two months after the traditional early March due date). SCAG received a total of fifty-four (54) applications from throughout the SCAG region. There were nine (9) applications from Imperial County, twenty-two (22) from Los Angeles County, eight (8) from Orange County, eight (8) from Riverside County, three (3) from San Bernardino County, and four (4) from Ventura County. Applications were screened based on the minimum requirements and on the interests described in the essay portion. Although a majority of the applicants met the minimum requirements, those students that exhibited some interest in planning, public policy, and/or government were selected to be forwarded to the Scholarship Committee. Semi-finalists forwarded to the Scholarship Committee were required to submit verification of their eligibility to work in the United States since the Scholarship is partially supported through Federal funding.

Staff has forwarded twenty-three (23) applications, consisting of three (4) from Imperial County, seven (7) from Los Angeles County, three (3) from Orange County, three (3) from Riverside County, three (3) from San Bernardino County, and three (3) from Ventura County, to the Scholarship Committee for further evaluation. The Scholarship Committee has been asked to evaluate the applications and recommend one (1) finalist each from Imperial, Orange, Riverside, San Bernardino, and Ventura Counties, and two (2) finalists from Los Angeles County. The Scholarship Committee may, at their discretion (not compulsory), recommend an additional student—from any SCAG county—to also receive a scholarship award. Recommendations will be forwarded to the Regional Council for approval at their July 2, 2015 meeting.

REPORT

It is suggested that the Scholarship Committee consider the interests of the students in their respective essays, career goals, and activities in each student's school and surrounding community when evaluating the applications. Names and other personal identifiers have been removed from the applications, essays, letters of recommendation, transcripts, and other supporting documents in order to protect the privacy of the students, though each forwarded application has been assigned a number for reference. In following practice from prior years, selection of recommended finalists will be via Committee consensus.

FISCAL IMPACT:

The SCAG Scholarship Program cost would be a minimum of \$28,000, or a maximum of \$32,000 if an additional scholarship is awarded. Funds are included in the FY 2015-2016 General Fund Budget.

ATTACHMENTS:

1. Imperial County Applications: 101, 105, 106, 107
2. Los Angeles County Applications: 201, 203, 205, 206, 207, 215, 221
3. Orange County Applications: 302, 303, 308
4. Riverside County Applications: 403, 407, 408
5. San Bernardino Applications: 501, 502, 503
6. Ventura County Applications: 601, 602, 603

**SCHOLARSHIP COMMITTEE
REPORT**

ATTACHMENT 1

**IMPERIAL COUNTY
APPLICATIONS
101, 105, 106 & 107**

| | |
|--|--|
| Submission Date | 04-30-2015 20:58:13 |
| Full Name | |
| Address | Street Address: City: El Centro State / Province: California Postal / Zip Code: 92243 |
| County | Imperial |
| Phone Number | |
| E-mail | |
| Internship Availability | June 2015 July 2015 August 2015 |
| Current Educational Status | High School Senior |
| Date of Graduation | 06/03/2015 |
| Name of Educational Institution | Central Union High School |
| Location of Educational Institution | City: El Centro State / Province: California |
| Grade Point Average (GPA) Type | Unweighted |
| Grade Point Average (GPA) | 3.80 |
| Intended College / University | The University of Arizona |
| Intended Major | Political Science |

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|-------------------------|-----------------------------|--------------------|
| Student Government | President | 08/2011 to 06/2013 |
| Associated Student Body | School Board Representative | 08/2012 to 06/2015 |
| Varsity Golf | Captain | 09/2012 to 11/2014 |
| Varsity Swim | Captain | 02/2013 to 05/2015 |
| Varsity Volleyball | Member | 08/2011 to 11/2011 |
| Mock Trial | President | 08/2012 to 04/2015 |
| Campus Life | Secretary | 08/2012 to 06/2015 |
| Interact Club | President | 08/2011 to 08/2015 |

Description of Responsibilities:

My duties as President of my Freshman and Sophomore class included raising money and organizing school dances. My duties on ASB include weekly meetings to organize school activities, to manage money for the school clubs, as well as to serve as our high school representative to the school board. At school board meetings I give presentations reviewing the school activities from the previous month. Swimming is spring sport and meets twice a day for practice during the season. I swim the 100 meter backstroke, 100 meter free style, the 200 meter medley relay, and the 200

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|---------------------------------------|-------------------|----------------------|
| California Mid-Winter Fair and Feista | Junior Fairboard | 08/15/13 to 06/01/15 |
| Faith Assembly | Nursery Volunteer | 08/06/13 to Present |
| El Centro Elementary School District | Teacher s Aid | 08/05/11 to 08/18/14 |

Brief Description of Your Participation:

My duties as Vice President on the Junior Fairboard include ten 16-hour days working at the fair, helping weigh animals, supervising and organizing all the animal showing competitions and round robin competitions, and giving tours to elementary students, as well as special needs students. We also serve as fair ambassadors at local parades. My duties as a childcare assistant at my church include taking care of children from infancy to three years old. As a Teacher s Aid I help the teachers make copies and with their learning stations.

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|----------------------------------|---------------------------|---------|
| Constitutional Rights Foundation | Most Valuable Participant | 03/2015 |
| Central Union High School | Student of the Month | 09/2011 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|----------------------------|---------------|---------------------|
| Cinemark Movie Theaters | Usher | 5/30/14 to 01/16/15 |
| District Attorney s Office | Intern | 6/5/14 to 8/5/14 |

Brief Description of Your Work Responsibilities:

Duties at Cinemark include cleaning the auditoriums after movies, collecting tickets, and working the concession stands. During my internship I read and summarized case briefs, familiarized myself with penal code, prepared drafts for legal documents.

Essay

Letters of Recommendation

Transcript(s)

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

As a lifelong resident of Imperial Valley, I have seen the number of poor and low-income people increase dramatically. The homeless population has gone from just a few men around the Salvation Army building, to men on multiple street corners and congregating in groups in the city park. One even was living in the alley behind my house. I know there are no easy answers to their problems, but my plans for the future are based on my experiences so far.

My maternal grandmother was a field worker and had to work hard to put food on the table for her children every day. I was inspired by her determination and her hard working mentality, and tried to apply that to doing well in school. I saw the toll it took on her physically and mentally, and I was aware that a future of working minimum wage paying jobs, as my family had done previously, was possible depending on how seriously I took school and opportunities to work. I took jobs knowing my parents wouldn't be able to afford my college education on their own; working during the school year is a challenge, but I see it as possible way to help pay for my education.

My greatest achievement during High School has been being on the team that placed second at the Mock Trial State Competition this year. I was an attorney on the team and the experience we had at the state competition was incredible. We persevered all the way to the finals, which Central has not done in twenty years. Being able to participate on this award winning team was a once in a lifetime learning opportunity for me and my future career in law.

I plan to graduate from the University of Arizona. I am enrolled in their Honors College in order to challenge myself during my college years, and to strive for the best academic years for me. I have set a goal to complete my education in three years. This will be my biggest challenge, organizing my schedule in order for me to finish early with good grades in order to

maintain eligibility for the Honors College. Finishing early will allow me to come back to the valley sooner to begin my career.

My plan for the five years after college includes working at the District Attorney's Office to get my footing in the law community. Over the past summer I interned at the District Attorney's Office, and I loved the atmosphere. I was able to be a part of actual cases and trials, helping with the day to day activities of an attorney. The experience gave me an inside preview of what I would be experiencing when I actually become an attorney. The knowledge I hope to gain from working as an attorney in the future at the District Attorney's office will help me in becoming a better attorney, and I will be giving back to the community that has helped shaped me.



April 14, 2015

To Whom It May Concern:

It's my pleasure to write this letter of recommendation for [redacted] is one of my mock trial students at Central Union High School (CUHS). I have been [redacted] attorney coach for several years. I've worked closely with [redacted] and can vouch for [redacted] extraordinary intelligence, strong work ethic, leadership skills, and willingness to be of service to others.

This year, [redacted] worked diligently on a case published by the Constitutional Rights Foundation (CRF). I have never met a more hardworking student. [redacted] was a defense and prosecution attorney on the CUHS Mock Trial Team. [redacted] steered [redacted] team to victory in the local competition. [redacted] team advanced to the championship round undefeated in the county. [redacted] also helped [redacted] team advance undefeated to the championship round at the state finals in Riverside. Several judges and scoring attorneys commented on [redacted] outstanding performance as a trial advocate. [redacted] team placed second in the state. It's been almost two decades since Imperial County has advanced to the championship round at the state tournament. I couldn't be prouder of [redacted] for helping [redacted] team achieve such a great feat.

In terms of public recognition, [redacted] has won numerous awards for being a top scorer in competition. At a recent awards banquet, I lost count of how many times [redacted] was called to the stage to accept a medal.

It's also worth mentioning that [redacted] doesn't simply shine in mock trial. [redacted] has an uncanny ability to balance a challenging academic workload with a wide variety of extracurricular activities. [redacted] loves sports and competes on [redacted] school's varsity golf, swim, and volleyball teams. [redacted] was Captain of the CUHS Golf and Swim Teams. [redacted] also participates in Interact, Campus Life, and Future Business Leaders of America. [redacted] served as an Associated Student Body (ASB) Officer and was Vice President of the Junior Fair Board (JFB). Like mock trial, [redacted] takes [redacted] extracurricular endeavors seriously, but admits it's just plain fun.

In addition to [redacted] outstanding academic and extracurricular achievements, [redacted] has excellent social skills. [redacted] classmates trust [redacted]. They frequently turn to [redacted] for advice and guidance. [redacted] shares [redacted] knowledge without reservation, is patient with [redacted] peer group and derives satisfaction by being of service to their needs. [redacted] rich cultural background and experiences allow [redacted] to identify with people from all walks of life. [redacted] is a master communicator.

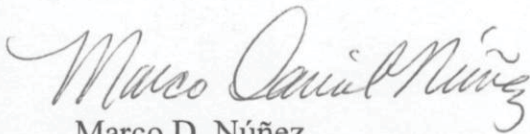
Although [redacted] excels on many fronts, [redacted] is humble. [redacted] is self-confident, not overzealous. [redacted] is approachable, social, warm.

[redacted] also has a solid moral compass, faith in God, and wholeheartedly believes in being of service to others. [redacted] participates in public service projects on and off campus. [redacted] volunteers at a law office, shadows local attorneys, and is active in [redacted] church. Always appreciative of the people in [redacted] community, [redacted] identifies subtle opportunities to do good deeds.

[redacted] is an inspiration to anyone who knows [redacted] and is deserving of your consideration. [redacted] will make you proud.

If you have any question, please feel free to contact me directly at (760) 791-7990.

Sincerely,



Marco D. Núñez,
Deputy District Attorney IV



SPARTANS

CENTRAL UNION HIGH SCHOOL

1001 BRIGHTON AVENUE
EL CENTRO, CALIFORNIA 92243

TELEPHONE (760) 336-4300
FAX (760) 353-3570

CUHS

PRINCIPAL
Mike Sterner

ASSISTANT PRINCIPAL
PUPIL PERSONNEL/
CURRICULUM
Tricia Petter

ASSISTANT PRINCIPAL
STUDENT SERVICES
Adrienne Rodriguez

PSYCHOLOGIST
SPECIAL EDUCATION
Albert Raczka

ATHLETIC DIRECTOR
Sandy Noujaim

COUNSELORS
Olga Ortega
Mara Sanchez
Harlinda Tan
Mary Zavala-Robledo
Irma Avelar

MIGRANT EDUCATION
Leonor Felix-Santos

SCHOOL SECRETARY
Elena Williams

To Whom It May Concern:

_____ is an outstanding student, leader, and athlete. _____ works diligently to stay on top of responsibilities and ensures that _____ completes everything _____ has volunteered for or has been assigned. _____ is not satisfied with being one in the crowd; _____ desires to do and be _____ very best regardless of what others think or do. _____ is very intelligent and puts _____ intellect to work to help _____ and others. People admire _____ and follow _____ because they know that they can trust _____.

As a junior in our Leadership class, _____ was a Commissioner of Publicity. _____ quickly became the leader of this group of commissioners. In this position, _____ was responsible for advertising all of our school activities as well as making/designing posters to make money for our activities (students can purchase posters for events like birthdays, asking someone to a dance, etc.). Many students, when purchasing their posters, would frequently request that _____ make them because _____ is very artistic and pays attention to details; _____ never hurried through any assignments and stayed after school or came on weekends to accomplish the tasks that were assigned to _____. _____ was diligent in completing _____ work on time and to the best of _____ ability. _____ also assisted in other capacities and lessened the load of other commissioners when _____ could.

I was promoted to Assistant Principal this past summer. Prior to my promotion, I worked with the new officers of our school's ASB; one of those commissioners was _____. It was refreshing to hear _____ voice _____ opinions in very professional ways without tearing anyone else down. _____ was always concerned with ensuring that the group's best interest was taken into account. When interviewing and selecting commissioners for the coming year, _____ was not concerned with getting _____ friends placed on the Council. _____ was able to make decisions that were unbiased and truthful. _____ was diligent in working through the summer in getting activities planned and ensuring that people were trained in the areas in which they would serve. _____ was punctual and communicated effectively and promptly when _____ would be unavailable during the summer to assist in planning meetings and/or activities.

Volunteer work is a priority for _____. _____ is very involved in _____ church and has volunteered extensively to assist the youth. _____ has been a Kids' Church Leader and has volunteered to plan/put on church's Vacation Bible School for three years. _____ has also served on our county's Junior Fair Board and in the Interact Club at school.

_____ leadership experience extends beyond ASB. _____ was the President of _____ class during _____ freshman and sophomore years, the secretary for Campus Life, an officer for the Future Medics Club, and the Vice-President for Junior Fair Board. Despite being very busy with all of _____ leadership commitments, _____ is still capable of excelling in _____ studies and in _____ athletic and other extra-curricular activities. _____ is a well-rounded student capable of anything _____ sets _____ mind to. _____ has the personality and characteristics that will assist _____ in being successful as well as a good support system in _____ family.

Sincerely,

Tricia M. Petter
Assistant Principal

"EDUCATION BEGINS HERE AND IT STARTS WITH YOU"

| Student Name | Stu# | Grade | Sex | Birthdate | Perm ID Number | Counselor | Transcript of Student Progress | | | | | |
|--|-----------------|-------|-----------|---|-----------------|---|---|---|-----------------|------|-----------|--|
| | | | | | | Unassigned | April 30, 2015 Central Union High School 1001 Brighton Ave EI Centro, CA 92243 (760) 336-4300 Fax (760) 353-3570 | | | | | |
| Parent/guardian name, address, telephone | | | | | | CSF Member 2/13, 1/14 11/21/13=the university of Arizona. 4/14/15=2 free transcripts ready to pick up. 4/14/15=8 transcripts ready to pick up. | | | | | | |
| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | |
| Grade 9 Fall 2011-2012 | | | | p 2130.2 | Geometry CP | A- | 5.00 5.00 | + p 2144 | AP Statistics | B | 5.00 5.00 | |
| Central Union High School | | | | p 2240 | Chemistry | A | 5.00 5.00 | + p 2384 | AP MICRO | A | 5.00 5.00 | |
| p 2071 | English 9 H | A | 5.00 5.00 | + p 2399 | AP EUR HIST | A | 5.00 5.00 | + p 2562 | AP StudioArt 3D | A | 5.00 5.00 | |
| p 2120 | Algebra 2 | A- | 5.00 5.00 | p 2409 | Spanish 2 | A | 5.00 5.00 | 2995 | Leadership | A+ | 5.00 5.00 | |
| p 2220 | Biology | A | 5.00 5.00 | p 2574 | Ceramics 1B | A- | 5.00 5.00 | Credit Att: 25.00 Cmp: 25.00 AGPA: 4.60 | | | | |
| p 2407 | Spanish 1 | A | 5.00 5.00 | 2810 | Phys Ed. | P | 5.00 5.00 | --WORK IN PROGRESS-- | | | | |
| 2760 | Intro to Comput | A+ | 5.00 5.00 | Credit Att: 35.00 Cmp: 35.00 AGPA: 4.33 | | | | Central Union High School | | | | |
| 2810 | Phys Ed. | A- | 5.00 5.00 | Grade 11 Fall 2013-2014 | | | | + p 2007 | AP ENGL LIT | | 5.00 0.00 | |
| 2810 | Phys Ed. | P | 5.00 5.00 | Central Union High School | | | | + p 2144 | AP Statistics | | 5.00 0.00 | |
| Credit Att: 35.00 Cmp: 35.00 AGPA: 4.00 | | | | + p 2018 | AP ENGL LANG | A- | 5.00 5.00 | + p 2383 | AP GOVPOL US | | 5.00 0.00 | |
| Grade 9 Spring 2011-2012 | | | | + p 2143 | PreCal Trig Hon | B+ | 5.00 5.00 | + p 2562 | AP StudioArt 3D | | 5.00 0.00 | |
| Central Union High School | | | | + p 2226 | AP Biology | B+ | 5.00 5.00 | 2995 | Leadership | | 5.00 0.00 | |
| p 2071 | English 9 H | A+ | 5.00 5.00 | + p 2326 | AP US HIST | A | 5.00 5.00 | Total credit: 25.00 | | | | |
| p 2120 | Algebra 2 | A- | 5.00 5.00 | * 2991 | Teacher Aide | CR | 5.00 5.00 | | | | | |
| p 2220 | Biology | A | 5.00 5.00 | 2995 | Leadership | A | 5.00 5.00 | | | | | |
| p 2407 | Spanish 1 | A- | 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 AGPA: 4.40 | | | | | | | | |
| 2810 | Phys Ed. | A | 5.00 5.00 | Grade 11 Spring 2013-2014 | | | | | | | | |
| 2810 | Phys Ed. | P | 5.00 5.00 | Central Union High School | | | | | | | | |
| 2830 | Health Ed | A+ | 5.00 5.00 | + p 2018 | AP ENGL LANG | A- | 5.00 5.00 | | | | | |
| Credit Att: 35.00 Cmp: 35.00 AGPA: 4.00 | | | | + p 2143 | PreCal Trig Hon | B- | 5.00 5.00 | | | | | |
| Grade 10 Fall 2012-2013 | | | | + p 2226 | AP Biology | B- | 5.00 5.00 | | | | | |
| Central Union High School | | | | + p 2326 | AP US HIST | A | 5.00 5.00 | | | | | |
| + p 2072 | English 10 H | A | 5.00 5.00 | * 2991 | Teacher Aide | CR | 5.00 5.00 | | | | | |
| p 2130.1 | Geometry CP | A | 5.00 5.00 | 2995 | Leadership | A- | 5.00 5.00 | | | | | |
| p 2240 | Chemistry | B+ | 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 AGPA: 4.40 | | | | | | | | |
| + p 2399 | AP EUR HIST | A- | 5.00 5.00 | Grade 12 Summer 2013-2014 | | | | | | | | |
| p 2409 | Spanish 2 | A | 5.00 5.00 | Summer School | | | | | | | | |
| p 2573 | Ceramics 1A | A | 5.00 5.00 | + p 5023 | AP Environ Sci | B | 5.00 5.00 | | | | | |
| 2810 | Phys Ed. | P | 5.00 5.00 | + p 5023 | AP Environ Sci | B | 5.00 5.00 | | | | | |
| Credit Att: 35.00 Cmp: 35.00 AGPA: 4.17 | | | | Credit Att: 10.00 Cmp: 10.00 AGPA: 4.00 | | | | | | | | |
| Grade 10 Spring 2012-2013 | | | | Grade 12 Fall 2014-2015 | | | | | | | | |
| Central Union High School | | | | Central Union High School | | | | | | | | |
| + p 2072 | English 10 H | A+ | 5.00 5.00 | + p 2007 | AP ENGL LIT | A- | 5.00 5.00 | | | | | |

Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated

| Weighted Non-Wgtd | | | Date | Test Taken | Score | CREDIT SUMMARY | | | |
|------------------------------|---------------------|----------------------|-------|--|-------|----------------------|--------------|--------|--------|
| Acad GPA (9-12) | 4.2439 | 3.8049 | 10/14 | SAT CrRdg 570 Math 560 Wrtg 510 | 1640 | Subject Area | Credit Req'd | Compl | Needed |
| Acad GPA (10-12) | 4.3448 | 3.7241 | 05/14 | SAT CrRdg 580 Math 510 Wrtg 420 | 1510 | English 9 | 10.00 | 10.00 | - |
| Total GPA (9-12) | 4.2439 | 3.8049 | 09/14 | ACT EN 23, MT 23, RD 25, SR 23, CP 24, EW 21, WR 6 | | English 10 | 10.00 | 10.00 | - |
| Credit Attempted: | 235.00 | | 06/14 | ACT EN 21, MT 25, RD 21, SR 23, CP 23, EW 21, WR 8 | | English 11 | 10.00 | 10.00 | - |
| Credit Completed: | 235.00 | | 04/14 | ACT EN 22, MT 26, RD 27, SR 18, CP 23, EW 20, WR 6 | | English 12 | 10.00 | 5.00 | 5.00 |
| Class Size: | 382 | | 05/14 | AP: English Language & Composition | 2 | World History | 10.00 | 10.00 | - |
| Class Rank: | 7 | 10-12 Rank: 9 | | | | U.S. History | 10.00 | 10.00 | - |
| Ranked by Weighted Total GPA | | | | | | Economics | 5.00 | 5.00 | - |
| District Enter: 8/15/2011 | CAHSEE | | | | | Government | 5.00 | - | 5.00 |
| School Enter: 8/15/2011 | ELA: Passed | | | | | Mathematics | 10.00 | 10.00 | - |
| | Math: Passed | | | | | Algebra 1 | 10.00 | 10.00 | - |
| Class of 2015 | | | | | | Life Science | 10.00 | 10.00 | - |
| State ID# | | | | | | Physical Science | 10.00 | 10.00 | - |
| | | | | | | Physical Education | 20.00 | 20.00 | - |
| | | | | | | Fine Arts/For Lanq | 10.00 | 10.00 | - |
| | | | | | | Prac tical Arts | 5.00 | 5.00 | - |
| | | | | | | Heal h Education | 5.00 | 5.00 | - |
| | | | | | | Electives - Academic | 10.00 | 10.00 | - |
| | | | | | | Electives - General | 60.00 | 85.00 | - |
| | | | | | | * TOTALS * | 220.00 | 235.00 | 10.00 |

This transcript is unofficial unless signed by a school official.

Signature: _____ Page 12 of 226

Date: _____

SCAG 2015

SCHOLARSHIP PROGRAM APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **IM-105**

COUNTY: **Imperial**

A E L1 L2 T

PERSONAL INFORMATION:

Full Name: _____

Address: _____

City: El Centro

State: CA

Zip Code: 92243

Phone: _____

Email: _____

Availability for two-week internship in Summer 2015* (check all that apply):

June 2015

July 2015

August 2015

September 2015

**Students must be available for a two-week (80 hours) internship, in addition to attending a Regional Council meeting at the SCAG office in Los Angeles.*

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.*

Applicant's Signature

4/26/15

Date

**Students will be asked to submit proof of eligibility to work in the United States if selected as a semi-finalist.*



SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **IM-105**

COUNTY: **Imperial**

EDUCATIONAL INFORMATION:

Current educational status (check one):

High School Junior High School Senior Community College

If community college student, list semesters completed*:

High School: Central Union High School (CUHS)

City/State: El Centro, CA

Date of Graduation: June 3, 2015

Grade Point Average: 3.67 (3.96 weighted)

If graduating senior, name of intended college/university* University of California, Davis

Intended major: Civil Engineering emphasis in Environmental Engineering

**Graduating students must provide proof of enrollment in higher education in order to receive the scholarship award.*

Community College (if applicable):

City/State:

Grade Point Average:

Intended major:

ACTIVITIES AND INTERESTS:

A.) List and briefly describe your extracurricular activities [e.g. memberships in organizations, sports, etc.]:

| Organization Involved | Position Held | Date of Involvement |
|------------------------------------|--|-------------------------|
| CUHS Environmental Green Team | Historian and Recycling Lead | August 2013 - present |
| McCabe 4-H Club | President (2yrs), VP 1yr, Reporter 1yr | August 2011 - present |
| National 4-H Conf. Washington D.C. | California State Delegate | November 2014 - present |
| CUHS Marching Bnd/Wind ensembl | Trumpet (4 yrs) | August 2011 - present |
| CUHS Jazz Band | Trumpet (2 yrs) | August 2013-present |

Brief description of your responsibilities (attach additional page(s) if necessary):

I've been involved with the Environmental Green Team at my high school for two years. I led the recycling team, emptying and sorting recyclables one at a time, and diverted 90,000 lbs of recyclables out of the landfill saved the school \$2,000. I have been the president of McCabe 4-H for the past 2 yrs, and was an officer every year after my first year. This year, I had the honor of being selected to represent California at the National 4-H Conference in Washington D.C. I was one of 5 delegates selected to represent California. I chose the "Energy Conservation and the Environment" as my round-table topic and it was an honor to present our recommendations to the US Dept. of Energy in D.C. I've been in marching band, playing the trumpet and participating in parades and football half times, for 4 years. I've also participated in the Wind Ensemble/concert band for 2 years and 2 years in Jazz band.

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **IM-105**

COUNTY: **Imperial**

ACTIVITIES AND INTERESTS (CONTINUED):

B.) List and briefly describe volunteer activities in which you have been involved:

| Organization | Activity | Date of Involvement |
|----------------------------------|-------------------------------------|------------------------|
| Imperial County 4-H Teen Council | VP Sustainable You Summer Camp | June 2014 - present |
| AP Environmental Science | Teacher's Aide Central Union HS | August 2014-present |
| Central Union HS Algebra 1 | Volunteer Tutor | March 2014 - June 2014 |
| Imperial County 4-H All Star | All Star/County Ambassador | May 2014 - present |
| CUHS Green Team | Planted trees at CUHS and 2 schools | April 2014 |

Brief description of how you participated (attach additional page(s) if necessary):

I am an organizer and VP of the Sustainable You! Summer Camp being offered for the first time in the Imperial Valley. I currently volunteer as a teacher's aide for the AP Environmental Science class and I was also an Algebra 1 tutor for 3 months. I am an Imperial County 4-H All Star, which is highest honor at the 4-H county level. As an All Star, I've devoted hundreds of volunteer hours helping with 4-H county events. With the Green Team, we planted trees at 3 local schools. This year, we made cookies in solar ovens and built a fountain ran by solar power at my high school on Earth day.

C.) List honors or academic awards you have received [e.g. scholarly activities, research, etc.]:

| Award/Honor | Institution/Organization | Date |
|------------------------------|-------------------------------|-----------|
| AP Scholar Award | College Board | June 2014 |
| CSF Lifetime Member | CA Scholarship Federation | 2011-2015 |
| Top 5.5% of graduating class | Central Union HS | 2015 |
| Elks Scholarship Association | California - Hawaii recipient | 2015 |
| El Centro Rotary Club | Scholarship recipient | 2015 |

D.) List and briefly describe any work experience:

| Position | Employer | Dates of Employment |
|-------------------------------|------------------------------|-----------------------------|
| Swim team coach (4yrs) | EICentro Sunsations swim tea | Summer 2011 - summer 2014 |
| Certified lifeguard | Sunsations Swim team | summer 2013 and summer 2014 |
| Team photographer | Sunsations Swim Team | summer 2103 |
| Interior designr photographer | Mrs. Annemarie Brennan | July 2013 |
| private photographer for web | Mr. Jonathon Harmon | September 2013 |

Brief description of your work responsibilities (attach additional page(s) if necessary):

Swim coach for the Sunsations swim team teaching competitive swim strokes: back stroke, breast stroke, butterfly and free style to kids 5-18 yrs old. Worked as lifeguard for their annual invitational . Took team and individual pictures of swimmers and parents picked packages of photos to purchase. Private photographer for interior designer's magazine ad and took pictures for a business web page

Growing up in El Centro, CA, I viewed the area as a wasteland with no hope or opportunity to succeed. Being raised in this small agricultural community was a far cry from the home in San Diego, in which I spent five years of my life. Even at this young age, the changes in the environment were astonishingly noticeable. Instead of being proud of their area, the citizens of Imperial County looked down upon the valley. I always questioned this self-resentment.

As I grew older, I learned of the high levels of unemployment, poverty, and pollution. This knowledge transferred the disgust of the valley over to me. I began to understand why some people loathed the county, until my junior year in high school when my perspective was reversed due to one class.

In my junior year of high school, I chose to take AP Environmental Science. It was this class, and the teacher who taught it, which changed my view on the Imperial Valley. The more I read the textbook and listened to the teacher's lectures, the more I began to recognize the potential in the Imperial Valley, for a future in which I could find solutions to the area's social, economic, and environmental issues. It only took one class to transform my perspective from one of negativity to one of hopefulness.

With this newly found source of inspiration I decided to take action. A few weeks into my junior year of high school, I joined my school's Green Team. That year, the Green Team began a recycling program. I headed one of three factions for the team's recycling efforts. For a year, I led members in collecting and sorting recyclables one item at a time. All the members could tell we were making a difference, but we did not know how significant it was. Finally, at the beginning of my senior year it was determined that we diverted 90,000 pounds of recyclables to recycling facilities. In addition to the recycling efforts, we also planted trees on our campus, as well as on two near-by elementary schools. We chose to plant trees for elementary schools because we wanted the

idea of sustainable living to be present at a young age for those children. As a result of this success, I became more optimistic about the future, because I saw first-hand what hard work can produce.

Educating our children is key to changing our views about sustainable living. I am currently the Vice President of the Imperial County 4-H Sustainable You! Summer Camp and for the first time in county history, we have been planning, organizing and will be offering a summer camp for children. The Sustainable You! Summer Camp targets 4th – 6th grade students for a 5 day informational and hands on camp. We are currently planning and fund raising to offer hands-on activities like creating composting bins which explains a way to divert waste and convert it into a useful product, making solar ovens which shows an alternative and cost effective way to cook food, and bracelets which explain the water cycle.

I now, as I did previously, desire to leave the Imperial Valley, no longer out of disgust, but for higher education. I wish to return to the Valley to make a positive impact on some of my community's many issues after I have received an education. I aspire to find new sources of renewable energy to aid in California's energy plans for increasing its usage of renewable energy. It is due to the fact I chose to take AP Environmental that I firmly believe my future career will be in the field environmental engineering. I will be attending UC Davis in the fall and majoring in Civil Engineering with an emphasis in Environmental Engineering, and I can't wait to start making in difference in our state's sustainability plan and in our state's usage of renewable energy.

Receiving this scholarship will help me reach my educational goals by allowing me to focus on my education and not having to worry about money. This scholarship will allow me to volunteer with professors working on renewable energy and not have to worry about getting an unskilled job to make ends meet. I respectfully ask the scholarship committee to please consider me for this merit-based scholarship.



COOPERATIVE EXTENSION
UNIVERSITY OF CALIFORNIA

IMPERIAL COUNTY
1050 E. HOLTON ROAD
HOLTVILLE, CALIFORNIA 92250-9615



Telephone:
(760) 352- 9474

FAX Number:
(760) 352-0846

March 29, 2015

To the scholarship committee;

As the 4-H Program Representative for Imperial County, I have had the pleasure of knowing [redacted] throughout 4-H membership. [redacted] has been an outstanding member since [redacted] began and has always taken an active role within the organization. [redacted] currently serves as an Imperial County 4-H All Star which is the highest working honor a member can achieve at the county level. In just this one role alone [redacted] has dedicated well over 400 hours. [redacted] has played an integral part in strengthening youth-adult partnerships, increased the awareness of the 4-H program, and continues to help implement the practice of youth in governance. In addition to [redacted] regular projects and activities, as 4-H All Star Ambassadors [redacted] has planned, implemented, and developed county events. [redacted] also has developed a plan of action to emphasize service learning, visibility, and teen leadership with in the 4-H community. [redacted] has performed numerous service projects and community service at the club and county level. [redacted] is an active member and Vice President of the Imperial County 4-H teen council who has been working countless hours (roughly 100 to date and another 200 between now and June) to host the inaugural Sustainability Camp targeting 4th-6th grade youth this upcoming June. [redacted] always shows great initiative and diligence, annually [redacted] helps build the 4-H program in [redacted] community by reaching out to local schools to recruit new members (annually – 200 hours.) [redacted] is able to develop intelligent plans and implement them successfully. [redacted] has been a very active member of [redacted] club serving as the president and helping to educate younger members. [redacted] has demonstrated admirable leadership skills and has taken on an officer position or Junior/Teen leader role for all of [redacted] 4-H years.

I have observed [redacted] grow and develop throughout [redacted] time in the 4-H Youth Development Program. [redacted] recently was the first Imperial County 4-H member in over 18 years to be selected to represent the State of California at the National 4-H Leadership Conference (This is a working honor in Washington D.C. = 100 hours) [redacted] dedication and contribution to [redacted] 4-H community is commendable. With [redacted] drive to succeed, exemplary community involvement, and impressive academic achievements, [redacted] is a worthy candidate for the scholarship. If you have any questions regarding [redacted] character or achievements, please contact me at 760-352-9474 or at smabatti@ucanr.edu

Sincerely,

Shanna Abatti
4-H Program Representative
University of California Cooperative Extension
Imperial County
1050 East Holton Road
Holtville, CA 92250
760-352-9474



SPARTANS

CENTRAL UNION HIGH SCHOOL

1001 BRIGHTON AVENUE
EL CENTRO, CALIFORNIA 92243

TELEPHONE (760) 336-4300
FAX (760) 353-3570

CUHS

PRINCIPAL
Mike Sterner

ASSISTANT PRINCIPAL
PUPIL PERSONNEL/
CURRICULUM
Tricia Petter

ASSISTANT PRINCIPAL
STUDENT SERVICES
Adrienne Rodriguez

PSYCHOLOGIST
SPECIAL EDUCATION
Albert Raczka

ATHLETIC DIRECTOR
Sandy Noujaim

COUNSELORS
Olga Ortega
Mara Sanchez
Harlinda Tan
Mary Zavala-Robledo
Irma Avelar

MIGRANT EDUCATION
Leonor Felix-Santos

SCHOOL SECRETARY
Elena Williams

March 19, 2015

To Whom It May Concern:

It is without hesitation and with great pleasure that I write this letter of recommendation for _____ for this scholarship. _____ is a highly motivated, articulate, and contemplative student who exhibits exceptional potential for success at the university level. _____ was in my College Preparatory Chemistry class as a sophomore and in my AP Environmental Science class as a junior. _____ was always a top student in my classes who raised the achievement bar for all other students. _____ has challenged _____ throughout high school career taking a rigorous course load with a total of ten Honors or AP classes. I would place _____ in the top 2% academically and intellectually of all the students I have had at Central Union High School in my 8 years of teaching here. _____ is currently ranked in the top 20 students out of a senior class of 379 students.

It has been a privilege to watch _____ grow in these past three years. _____ has a strong intellect and is able to grasp concepts quickly. _____ always strived to understand the concept in more depth by asking probing questions and by attempting to reconcile what _____ has learned with previous knowledge or by making connections to _____ other classes and everyday life. _____ has a genuine enthusiasm for learning and making sense of the world around _____. This was particularly true in my AP Environmental Science class. The multidisciplinary and interdisciplinary nature of the class brought out _____ interests and strengths. _____ would often stay after class or come to my classroom after school to discuss something we had discussed in class and how that related to something _____ had seen on the news, or in _____ research, or in the community. We often had conversations about the economic feasibility, ecological viability, and social desirability of solutions to problems ranging from renewable energy, water management, and transportation systems. While most students wanted the "right" answer for how to solve a particular environmental problem,

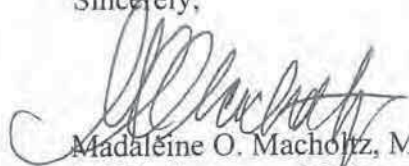
"EDUCATION BEGINS HERE AND IT STARTS WITH YOU"

welcomed the opportunity to grapple with the inherent complexities and was inspired by the possibilities of being part of finding solutions.

has also demonstrated success at balancing academic endeavors with activities outside the classroom. has developed strong leadership skills through involvement in Imperial County 4-H All-Stars and McCabe 4-H as well as Central Union High School's Green Team. coaches younger athletes with the El Centro Sunations Swim Team and tutors students in Algebra. is a talented photographer documenting events for the Swim Team and the Green Team, taking photographs for local business people, and entering photographs for competition in the county fair. has played the trumpet since 4th grade and is a member of Central Union High School's Great Spartan Marching Band. has also been a member of Central's award-winning Jazz Ensemble since junior year.

It has been a pleasure to have as a student. often had strong opinions about topics and was skeptical—in the best scientific way—but always kept an open mind towards and excitement for the chance to learn new things. More than any student I have had at Central, is able to consider the political, economic, sociological, ecological, and technological aspects of a variety of topics with great acumen. will bring strong academic skills and character traits to which ever college he attends and will take full opportunity of the experiences provided to . For these reasons, I think would be a worthy candidate for this scholarship.

Sincerely,



Madaléine O. Macholtz, M.S.
AP Environmental Science and Chemistry Teacher
Central Union High School

| Student Name | | | | Stu# | Grade | Sex | Birthdate | Perm ID Number | Counselor | Transcript of Student Progress | | |
|--|--------------|------|---------|--|--------------|------|-----------|--|--------------|---|---------|--|
| | | | | 12 | | | | | Unassigned | March 17, 2015 Central Union High School 1001 Brighton Ave El Centro, CA 92243 (760) 336-4300 Fax (760) 353-3570 | | |
| Parent/guardian name, address, telephone | | | | CSF Member 2/13, 1/14 3/13 taken @ Laurel Springs, School, Online Private School, Ojai, CA. 9/25/14=transcript mailed to 898A west Ross Rd, El Centro. 10/3/14=transcript mailed to Arizona State University, Tempe, AZ. | | | | | | | | |
| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | |
| Grade 9 Fall 2011-2012 | | | | Central Union High School | | | | p 2230 Physics A 5.00 5.00 + p 2384 AP MICRO A 5.00 5.00 p 2511 March Band/PE A- 5.00 5.00 p 2520 Jazz Ensemble A 5.00 5.00 * 2991 Teacher Aide P 5.00 5.00 Credit Att: 35.00 Cmp: 35.00 AGPA: 4.17 | | | | |
| Grade 9 Spring 2011-2012 | | | | Central Union High School | | | | + p 2018 AP ENGL LANG B 5.00 5.00 p 2140 Pre-Cal/Trig B- 5.00 5.00 + p 2235 AP Env Science A- 5.00 5.00 + p 2326 AP US HIST A 5.00 5.00 p 2409 Spanish 2 A- 5.00 5.00 p 2511 March Band/PE A 5.00 5.00 p 2520 Jazz Ensemble A 5.00 5.00 Credit Att: 35.00 Cmp: 35.00 AGPA: 4.14 --WORK IN PROGRESS-- Central Union High School + p 2007 AP ENGL LIT 5.00 0.00 + p 2144 AP Statistics 5.00 0.00 p 2230 Physics 5.00 0.00 + p 2383 AP GOVPOL US 5.00 0.00 p 2513 Wind Ensemble 5.00 0.00 p 2520 Jazz Ensemble 5.00 0.00 * 2991 Teacher Aide 5.00 0.00 Total credit: 35.00 | | | | |
| Grade 10 Fall 2012-2013 | | | | Central Union High School | | | | + p 2018 AP ENGL LANG A+ 5.00 5.00 + p 2235 AP Env Science B+ 5.00 5.00 + p 2326 AP US HIST A 5.00 5.00 p 2409 Spanish 2 B 5.00 5.00 p 2513 Wind Ensemble A 5.00 5.00 p 2520 Jazz Ensemble A- 5.00 5.00 * 2978 Community Serv CR 5.00 5.00 Credit Att: 35.00 Cmp: 35.00 AGPA: 4.17 | | | | |
| Grade 10 Spring 2012-2013 | | | | Central Union High School | | | | p 2140 Pre-Cal/Part B- A 5.00 5.00 Credit Att: 5.00 Cmp: 5.00 AGPA: 4.00 | | | | |
| Grade 11 Fall 2013-2014 | | | | Central Union High School | | | | Grade 12 Summer 2013-2014 Other Private School p 2140 Pre-Cal/Part B- A 5.00 5.00 Credit Att: 5.00 Cmp: 5.00 AGPA: 4.00 | | | | |
| Grade 11 Spring 2013-2014 | | | | Central Union High School | | | | Grade 12 Fall 2014-2015 Central Union High School + p 2007 AP ENGL LIT B- 5.00 5.00 + p 2144 AP Statistics B- 5.00 5.00 | | | | |

| Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated | | | Weighted Non-Wgtd | | Date | Test Taken | Score | CREDIT SUMMARY | | | |
|---|--------------|----------------|-------------------|--|------|----------------------|--------|----------------|-------|--|--|
| Acad GPA (9-12) | 3.9565 | 3.6739 | 11/14 | SAT CrRdg 570 Math 580 Wrng 500 | 1650 | English 9 | 10.00 | 10.00 | - | | |
| Acad GPA (10-12) | 4.0000 | 3.6061 | 10/14 | SAT CrRdg 550 Math 530 Wrng 570 | 1650 | English 10 | 10.00 | 10.00 | - | | |
| Total GPA (9-12) | 3.9565 | 3.6739 | 06/14 | SAT CrRdg 620 Math 520 Wrng 490 | 1630 | English 11 | 10.00 | 10.00 | - | | |
| Credit Attempted: | 240.00 | | 12/14 | ACT EN 22, MT 24, RD 23, SR 25, CP 24, EW 21 | | English 12 | 10.00 | 5.00 | 5.00 | | |
| Credit Completed: | 240.00 | | 10/14 | ACT EN 24, MT 28, RD 20, SR 26, CP 25, EW 21, WR 5 | | World History | 10.00 | 10.00 | - | | |
| Class Size: | 382 | | 09/14 | ACT EN 24, MT 27, RD 30, SR 26, CP 27, EW 23, WR 7 | | U.S. History | 10.00 | 10.00 | - | | |
| Class Rank: | 21 | 10-12 Rank: 22 | 06/14 | ACT EN 23, MT 26, RD 22, SR 24, CP 21, EW 21, WR 6 | | Economics | 5.00 | 5.00 | - | | |
| Ranked by Weighted Total GPA | | | 05/14 | AP: United States History | 4 | Government | 5.00 | - | 5.00 | | |
| District Enter: 8/15/2011 | CAHSEE | | 05/14 | AP: English Language & Composition | 3 | Mathematics | 10.00 | 10.00 | - | | |
| School Enter: 8/15/2011 | ELA: Passed | | 05/14 | AP: Environmental Science | 4 | Algebra 1 | 10.00 | 10.00 | - | | |
| | Math: Passed | | 05/13 | AP: European History | 1 | Life Science | 10.00 | 10.00 | - | | |
| Class of 2015 | | | | | | Physical Science | 10.00 | 10.00 | - | | |
| State ID# | | | | | | Physical Education | 20.00 | 20.00 | - | | |
| | | | | | | Fine Arts/For Lana | 10.00 | 10.00 | - | | |
| | | | | | | Practical Arts | 5.00 | 5.00 | - | | |
| | | | | | | Health Education | 5.00 | 5.00 | - | | |
| | | | | | | Electives - Academic | 10.00 | 10.00 | - | | |
| | | | | | | Electives - General | 60.00 | 90.00 | - | | |
| | | | | | | * TOTALS * | 220.00 | 240.00 | 10.00 | | |

This transcript is unofficial unless signed by a school official.

Signature: *[Handwritten Signature]*

Page 21 of 226

Date: 3-17-15

SCAG 2015 SCHOLARSHIP PROGRAM

FOR OFFICE USE ONLY

APPLICANT NO. **IM-106**

COUNTY: **Imperial**

A E L1 L2 T

PERSONAL INFORMATION:

Full Name: _____

Address: _____

City: Heber

State: CA

Zip Code: 92249

Phone: _____

Email: _____

Availability for two-week internship in Summer 2015* (check all that apply):

June 2015

July 2015

August 2015

September 2015

**Students must be available for a two-week (80 hours) internship, in addition to attending a Regional Council meeting at the SCAG office in Los Angeles.*

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.*

Applicant's Signature _____

4-27-15
Date

**Students will be asked to submit proof of eligibility to work in the United States if selected as a semi-finalist.*



SOUTHERN CALIFORNIA
ASSOCIATION of
GOVERNMENTS

818 West 7th Street, 12th Floor
Los Angeles, CA 90017
Tel: (213) 236-1800 | Fax: (213) 236-1961
www.scag.ca.gov

SCAG 2015 SCHOLARSHIP PROGRAM

FOR OFFICE USE ONLY

APPLICANT NO. **IM-106**

COUNTY: **Imperial**

EDUCATIONAL INFORMATION:

Current educational status (check one):

High School Junior High School Senior Community College

If community college student, list semesters completed*:

High School: Southwest High school

City/State: El Centro / CA

Date of Graduation: 08-03-2015

Grade Point Average: 3.92

If graduating senior, name of intended college/university* San Diego State University

Intended major: Civil Engineering

*Graduating students must provide proof of enrollment in higher education in order to receive the scholarship award.

Community College (if applicable):

City/State:

Grade Point Average:

Intended major:

ACTIVITIES AND INTERESTS:

A.) List and briefly describe your extracurricular activities (e.g. memberships in organizations, sports, etc.):

| Organization Involved | Position Held | Date of Involvement |
|-----------------------------|-----------------|---------------------|
| U.S. Border Patrol Explorer | Senior Explorer | 2013 to Present |
| SHS Law Enforcement Club | Vice President | 2013 to Present |
| SHS Soccer team | Player | 2011 to 2014 |
| Juventus Soccer team | Captain | Summer 2014 |
| Migrant Speech and Debate | Competitor | 2011 to 2012 |

Brief description of your responsibilities (attach additional page(s) if necessary):

SCAG 2015 SCHOLARSHIP PROGRAM

FOR OFFICE USE ONLY

APPLICANT NO. **IM-106**

COUNTY: **Imperial**

ACTIVITIES AND INTERESTS (CONTINUED):

B.) List and briefly describe volunteer activities in which you have been involved:

| Organization | Activity | Date of Involvement |
|---------------------------------|-----------------------------------|----------------------------|
| JR Auxiliary Volunteer | Central Station; Welcome Desk | 2012 to Present |
| Ronald McDonald House Charities | Red Shoe Day | Oct. 2014 |
| Heber Little League | Asst. Coach | March 2014 to May 2014 |
| U.S. Border Patrol Explorers | Highway cleanup; community events | Varies throughout the year |

Brief description of how you participated (attach additional page(s) if necessary):

C.) List honors or academic awards you have received (e.g. scholarly activities, research, etc.):

| Award/Honor | Institution/Organization | Date |
|--|--------------------------|----------------|
| AVID Student of the Month | AVID | September 2014 |
| AVID Most Outstanding | AVID | 5-20-14 |
| AVID Highest GPA | AVID | 5-14-12 |
| Migrant Speech Competition 2 nd place at State | Migrant | May 2012 |

D.) List and briefly describe any work experience:

| Position | Employer | Dates of Employment |
|------------------|-----------------|---------------------|
| Child Care Giver | Cristina Samano | 2012 to Present |
| | | |
| | | |

Brief description of your work responsibilities (attach additional page(s) if necessary):

Extracurricular Activities:

U.S Border Patrol Explorer: My responsibilities include getting my uniform and gear ready the night before, waking up at 5 in the morning every Saturday to be there at 6:45am. The program ends at 3pm. I'm there to set the example to newer explorers and teach them the discipline necessary to succeed in any work place.

Southwest Law Enforcement Club: As the Vice President I work alongside the President and the Advisors to ensure the Club Members are taking advantage of all the club has to offer. We make sure everyone is informed of meetings, and try to have as many presentations about different careers in Law Enforcement.

Southwest Soccer team: I had to show up to practices and games every day as a teammate I couldn't let the team down not showing up. While on the team I was responsible to maintain good grades and good conduct.

Juventus Soccer team: I organized a local soccer team in my neighborhood. As the creator and captain I advertised to recruit players, found a coach, organized games and fundraisers, and kept my motivated throughout the summer to keep showing up.

Migrant Speech and Debate: I prepared 3 speeches for regionals and delivered them in a classroom full of students, winning 1st place. Then I prepared for the state competition where I won 2nd place.

Volunteer Activities:

JR Auxiliary Volunteer: I dedicate 4 hours each Sunday to my local hospital. My tasks include greeting and helping out visitors, answering the welcome desk phone, and running labs around the hospital.

Ronald McDonald House Charities: In the Red Shoe Day held here in the Imperial Valley, I recruited students from my AVID class to participate with me in money collection around the streets for our local families that require the RMHC service.

Heber Little League: As a T-Ball Assistant Coach I had to communicate with the parents to inform them of upcoming practices and games. I also helped 4-6 year olds learn the basic skills of baseball.

U.S Border Patrol Explorers: Explorers also participate in many community service activities. We have done highway cleanups, helped in local fundraiser events, and provided security for events such as parades.

Work Experience:

Child Care Giver: I was responsible for the care of one 5-year-old I provide food for as well as help with homework and keep entertained while parents are at work.

Numbers and mathematics have always been my comfort zone. I remember sitting in class as a young elementary student, and feeling totally lost in all the grammar and language concepts. However as soon as it was time for Math, I felt like the smartest kid in the class! Question after question I would proudly answer in front of my class. Mathematics always gives me a boost of confidence that really motivates me to challenge myself in that field. I know I could do great things in a career where I feel challenged and confident but most importantly that I am passionate about. In this case Civil Engineering provides me with everything I consider my ideal career choice. It didn't come to me right away. It wasn't until my Junior year of high school when my family and I took a trip to Los Angeles, California for the first time. I come from a small town where big buildings and highways are not common. However, as we drove through Los Angeles I just couldn't believe all the big buildings and huge complicated highways where you had to choose carefully where you were going or you would get lost. For some unknown reason, all I could think about was how all these enormous structures came to be. I was curious at all the planning behind this great city. Right there I knew I wanted to be involved in something that big. It was something that benefits millions of people in their everyday lives. That day I went home and researched career opportunities involving big city building projects. Civil Engineering has been my motivation to keep sharpening my math skills ever since. I have this crazy idea that maybe someday I can come back to my town and improve the structures. I see myself managing a project for a new renovated highway here in my hometown, and that is something that pushes me to keep pursuing a career in Civil Engineering.

The possibilities are endless when I think of the ways my career goals can benefit my community. I'm able to see big potential in places like my hometown with big unoccupied spaces of land. So much could be built there that would benefit the community. Such spaces are often wasted and neglected collecting trash and losing its value day by day. We are a growing community in need of many public services that are scarce due to the lack of career opportunities, funds, and also the right buildings. I am also aware my community is made up of agricultural land so I take that into consideration when I see the building coming along. The agriculture is part of my community; it's something that should not be put in jeopardy with new constructions. Instead I want to improve the irrigation systems. Maybe reduce their use of water or something that can benefit the drought. Our water resources are not being used to its full potential. There are so many things I wish to improve and be a part of the growth in our community.

April 16, 2015

To Whom It May Concern:

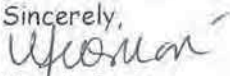
I am writing this letter of recommendation for _____ to be considered for your scholarship.

I first met _____ four years ago when _____ became a student in my AVID class at Southwest High School in El Centro, California. From the very beginning, _____ demonstrated to be an amazing young person whose academic performance exceeded the expectations of all of _____ teachers. _____ dedication and great sense of responsibility were well observed by everyone, and they have helped _____ achieve a grade point average of 3.87. _____ biggest talents are _____ full-grown dependability, _____ enthusiasm to do _____ best, and the compassion to help others do their best too. It has been an absolute delight to have _____ as a student in my class, I will miss _____ inquisitive personality, and I look forward to see _____ accomplish _____ dreams to obtain a career as a civil engineer.

_____ has been very involved in many different academic and extracurricular activities in high school. _____ has been a member of the Junior Auxiliary Candy Stripper program, the U. S. Border Patrol Explorers, the Migrant Speech and Debate program, the school's soccer team and the AVID Club. Since _____ freshman year, _____ has been enrolled in college preparatory courses to meet the University of California entrance requirements. _____ has been in AVID since _____ freshman year. _____ also demonstrated _____ leadership skills by being the vice president of the Law Enforcement Explorers club and being team captain of _____ soccer team. _____ has completed over 200 hours of community service in high school. _____ has demonstrated to be dedicated and committed to excel in every endeavor _____ chooses to participate.

On a personal level, _____ is well disciplined with a quiet personality. _____ has great perseverance and initiative. _____ determination to accomplish _____ goals has inspired members of _____ family to pursue an education. Even though _____ did not have the foundation instilled in _____ to pursue a higher education, _____ became aware at a young age of what _____ wanted for _____ in the future. _____ was able to transmit that desire to reach higher as evidenced by _____ mother's decision to continue her own education. _____ has been a true inspiration to _____ family!

It is without hesitation that I recommend _____ . If you need further information please contact me at (760) 336-4167 or at mroman@cuhsd.net.

Sincerely,

Marcia Roman
AVID Teacher/Coordinator
Southwest High School



U.S. BORDER PATROL
EXPLORER POST 4108
211 W. ATEN RD
IMPERIAL, CA. 92251

April 28, 2015

To whom it may concern:

My name is Carlos Pitones; I am currently a Border Patrol Agent and an Advisor with the Border Patrol Explorer program Post 4108 and Southwest High School Law Enforcement Club.

It is with great pleasure that I write this letter of recommendation for _____ is currently an explorer with both the Border Patrol Explorer program and the Southwest High School Law Enforcement Club since June of 2013. During _____ time in our program, _____ has demonstrated the qualities of responsibility, integrity, dependability and initiative.

One of our requirements as a U.S. Border Patrol Explorer is to maintain a "C" average in school, _____ surpasses this requirement by continuing to maintaining a high average. _____ also demonstrates good character by helping _____ peers and encouraging them to succeed when they are struggling with a task. While participating in this program, _____ also demonstrates good judgment and dependability which is reflective in _____ level of participation in the program. It is for all of the aforementioned that _____ continues to be a great asset to our Border Patrol Explore program and has surpassed our expectations required of _____.

As her Explorer Advisor, I highly recommend _____ be considered. I hope _____ wins this award because I truly believe that _____ has earned it.

Sincerely,

Carlos Pitones

Border Patrol Agent

Post 4108 Explorer Advisor

| Student Name | Stu# | Grade | Sex | Birthdate | Soc-Sec-Num | Counselor | Transcript of Student Progress | | | | |
|--|-----------------|-------|-----------|--|--------------|-----------|--|---|--------------|------|-----------|
| | | | | | | 12 | April 1, 2015 Southwest High School 2001 Ocotillo Dr. El Centro, CA 92243 (760) 336-4100 Fax (760) 353-0467 | | | | |
| Parent/guardian name, address, telephone | | | | trans to 4/1/15 trans mailed to SDSU 4/1/15 | | | | | | | |
| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp |
| Grade 9 Fall 2011-2012 | | | | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| Southwest High School | | | | * 0010 | Citizenship | B | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | + p 2007 | AP ENGL LIT | A- | 5.00 5.00 |
| * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | A+ | 0.00 0.00 | p 2140 | Pre.Cal/Trig | B+ | 5.00 5.00 |
| * 0010 | Citizenship | A+ | 0.00 0.00 | + p 2072 | English 10 H | C+ | 5.00 5.00 | p 2230 | Physics | A | 5.00 5.00 |
| * 0010 | Citizenship | A+ | 0.00 0.00 | p 2130.1 | Geometry CP | A | 5.00 5.00 | + p 2326 | AP US HIST | B | 5.00 5.00 |
| * 0010 | Citizenship | A+ | 0.00 0.00 | p 2240 | Chemistry | B- | 5.00 5.00 | + p 2413 | AP SPAN LANG | A- | 5.00 5.00 |
| p 2008 | Eng 9 | A+ | 5.00 5.00 | + p 2399 | AP EUR HIST | C+ | 5.00 5.00 | p 2612 | Avid 3 | A+ | 5.00 5.00 |
| p 2120 | Algebra 2 | A | 5.00 5.00 | p 2411 | Spanish 3 | A | 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 TGPA: 4.17 | | | |
| p 2220 | Biology | A | 5.00 5.00 | p 2611 | Avid 2 | A | 5.00 5.00 | Grade 11 Spring 2013-2014 | | | |
| 2610 | Avid 1 | A | 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 TGPA: 3.50 | | | | Southwest High School | | | |
| 2810 | Phys Ed. | A | 5.00 5.00 | Grade 10 Spring 2012-2013 | | | | * 0010 | Citizenship | A- | 0.00 0.00 |
| 2830 | Health Ed | A+ | 5.00 5.00 | Southwest High School | | | | * 0010 | Citizenship | A+ | 0.00 0.00 |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 4.00 | | | | * 0010 | Citizenship | B | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| Grade 9 Spring 2011-2012 | | | | * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | B | 0.00 0.00 |
| Southwest High School | | | | * 0010 | Citizenship | B+ | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | + p 2007 | AP ENGL LIT | A- | 5.00 5.00 |
| * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | p 2140 | Pre.Cal/Trig | A- | 5.00 5.00 |
| * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | B+ | 0.00 0.00 | p 2230 | Physics | A | 5.00 5.00 |
| * 0010 | Citizenship | A+ | 0.00 0.00 | + p 2072 | English 10 H | A | 5.00 5.00 | + p 2326 | AP US HIST | B | 5.00 5.00 |
| p 2008 | Eng 9 | A | 5.00 5.00 | p 2130.2 | Geometry CP | A | 5.00 5.00 | + p 2413 | AP SPAN LANG | A- | 5.00 5.00 |
| p 2120 | Algebra 2 | B | 5.00 5.00 | p 2240 | Chemistry | B | 5.00 5.00 | p 2612 | Avid 3 | A- | 5.00 5.00 |
| p 2220 | Biology | B+ | 5.00 5.00 | + p 2399 | AP EUR HIST | C- | 5.00 5.00 | 2815 | P.E./Soccer | P | 5.00 5.00 |
| 2610 | Avid 1 | A- | 5.00 5.00 | p 2411 | Spanish 3 | A | 5.00 5.00 | Credit Att: 35.00 Cmp: 35.00 TGPA: 4.33 | | | |
| 2760 | Intro to Comput | C+ | 5.00 5.00 | p 2611 | Avid 2 | A- | 5.00 5.00 | Grade 11 Fall 2013-2014 | | | |
| 2810 | Phys Ed. | A+ | 5.00 5.00 | 2815 | P.E./Soccer | P | 5.00 5.00 | Southwest High School | | | |
| 2815 | P.E./Soccer | P | 5.00 5.00 | Credit Att: 35.00 Cmp: 35.00 TGPA: 3.83 | | | | * 0010 | Citizenship | A+ | 0.00 0.00 |
| Credit Att: 35.00 Cmp: 35.00 TGPA: 3.33 | | | | Grade 10 Fall 2012-2013 | | | | * 0010 | Citizenship | B | 0.00 0.00 |
| Southwest High School | | | | Southwest High School | | | | * 0010 | Citizenship | A+ | 0.00 0.00 |
| * 0010 | Citizenship | B | 0.00 0.00 | * 0010 | Citizenship | A+ | 0.00 0.00 | | | | |

Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated

| Weighted Non-Wgtd | | | Date | Test Taken | Score | CREDIT SUMMARY | | | |
|---------------------------|--------------|--------|-------|--|-------|---------------------------|--------------|--------|--------|
| Acad GPA (9-12) | 3.9286 | 3.6190 | 10/14 | SAT CrRdg 540 Math 550 Wrtg 640 | 1730 | Subject Area | Credit Req'd | Compl | Needed |
| Acad GPA (10-12) | 4.0333 | 3.6000 | 05/14 | SAT CrRdg 520 Math 520 Wrtg 510 | 1550 | English 9 | 10.00 | 10.00 | - |
| Total GPA (9-12) | 3.9286 | 3.6190 | 10/14 | ACT EN 24, MT 26, RD 31, SR 25, CP 27, EW 23 | | English 10 | 10.00 | 10.00 | - |
| Credit Attempted: | 225.00 | | 06/14 | ACT EN 21, MT 24, RD 26, SR 21, CP 23, EW 23 | | English 11 | 10.00 | 10.00 | - |
| Credit Completed: | 225.00 | | 10/13 | PSAT Math 52 Wtg 56 Rdg 54 | 162 | English 12 | 10.00 | 5.00 | 5.00 |
| District Enter: 8/15/2011 | CAHSEE | | 05/14 | AP: United States History | 2 | World History | 10.00 | 10.00 | - |
| School Enter: 8/15/2011 | ELA: Passed | | 05/14 | AP: English Literature & Composition | 2 | U.S. History | 10.00 | 10.00 | - |
| | Math: Passed | | 05/14 | AP: Spanish Language | 5 | Economics | 5.00 | - | 5.00 |
| Class of 2015 | | | | | | Government | 5.00 | 5.00 | - |
| State ID# | | | | | | Mathematics | 10.00 | 10.00 | - |
| | | | | | | Algebra 1 | 10.00 | 10.00 | - |
| | | | | | | Life Science | 10.00 | 10.00 | - |
| | | | | | | Physical Science | 10.00 | 10.00 | - |
| | | | | | | Physical Education | 20.00 | 20.00 | - |
| | | | | | | Fine Arts/For Lana | 10.00 | 10.00 | - |
| | | | | | | Practical Arts | 5.00 | 5.00 | - |
| | | | | | | Health Education | 5.00 | 5.00 | - |
| | | | | | | Electives - Academic | 10.00 | 10.00 | - |
| | | | | | | Electives - General | 60.00 | 75.00 | - |
| | | | | | | * TOTALS * | 220.00 | 225.00 | 10.00 |
| | | | | | | Algebra 1 Requirement Met | | | |

This transcript is unofficial unless signed by a school official.

Signature: Wendy Morales

Date: 4/1/15

| | | | | | | | |
|--|------|-------|-----|--|-------------|-----------|---|
| Student Name | Stu# | Grade | Sex | Birthdate | Soc-Sec-Num | Counselor | Transcript of Student Progress April 1, 2015 Southwest High School 2001 Ocotillo Dr. El Centro, CA 92243 (760) 336-4100 Fax (760) 353-0467 |
| 12 | | | | | | | |
| Parent/guardian name, address, telephone | | | | trans to 4/1/15 trans mailed to SDSU 4/1/15 | | | |

| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp |
|---|--------------|----------------|---------|--------|--------------|------|---------|
| Grade 12 Fall 2014-2015 | | | | | | | |
| Southwest High School | | | | | | | |
| * | 0010 | Citizenship | A+ | 0.00 | 0.00 | | |
| * | 0010 | Citizenship | A+ | 0.00 | 0.00 | | |
| * | 0010 | Citizenship | B+ | 0.00 | 0.00 | | |
| * | 0010 | Citizenship | A | 0.00 | 0.00 | | |
| * | 0010 | Citizenship | A+ | 0.00 | 0.00 | | |
| * | 0010 | Citizenship | A+ | 0.00 | 0.00 | | |
| + p | 2018 | AP ENGL LANG | A- | 5.00 | 5.00 | | |
| + p | 2147 | AP Calculus AB | B- | 5.00 | 5.00 | | |
| + p | 2232.1 | AP Physics: 1 | A | 5.00 | 5.00 | | |
| p | 2330 | Amer Govt | A- | 5.00 | 5.00 | | |
| p | 2518 | Guitar | A- | 5.00 | 5.00 | | |
| p | 2613 | Avid 4 | A+ | 5.00 | 5.00 | | |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 4.33 | | | | | | | |
| --WORK IN PROGRESS-- | | | | | | | |
| Southwest High School | | | | | | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | |
| + p | 2018 | AP ENGL LANG | | 5.00 | 0.00 | | |
| + p | 2147 | AP Calculus AB | | 5.00 | 0.00 | | |
| + p | 2232.1 | AP Physics: 1 | | 5.00 | 0.00 | | |
| p | 2340 | Economics | | 5.00 | 0.00 | | |
| p | 2518 | Guitar | | 5.00 | 0.00 | | |
| p | 2613 | Avid 4 | | 5.00 | 0.00 | | |
| | 2770 | Driver Ed | | 5.00 | 0.00 | | |
| Total credit: 35.00 | | | | | | | |

| Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------|----------|-----------------|--------|--------|------------------|--------|--------|------------------|--------|--------|-------------------|--------|--|-------------------|--------|--|--|------|------------|-------|-------|---------------------------------|------|-------|---------------------------------|------|-------|---|--|-------|---|--|-------|----------------------------|-----|-------|---------------------------|---|-------|--------------------------------------|---|-------|----------------------|---|---|----------------|--|--|--|--------------|--------------|-------|--------|-----------|-------|-------|---|------------|-------|-------|---|------------|-------|-------|---|------------|-------|------|------|---------------|-------|-------|---|--------------|-------|-------|---|-----------|------|---|------|------------|------|------|---|-------------|-------|-------|---|-----------|-------|-------|---|--------------|-------|-------|---|------------------|-------|-------|---|--------------------|-------|-------|---|--------------------|-------|-------|---|----------------|------|------|---|------------------|------|------|---|----------------------|-------|-------|---|---------------------|-------|-------|---|------------|--------|--------|-------|
| <table border="0" style="width:100%;"> <tr> <td></td> <td style="text-align: right;">Weighted</td> <td style="text-align: right;">Non-Wgtd</td> </tr> <tr> <td>Acad GPA (9-12)</td> <td style="text-align: right;">3.9286</td> <td style="text-align: right;">3.6190</td> </tr> <tr> <td>Acad GPA (10-12)</td> <td style="text-align: right;">4.0333</td> <td style="text-align: right;">3.6000</td> </tr> <tr> <td>Total GPA (9-12)</td> <td style="text-align: right;">3.9286</td> <td style="text-align: right;">3.6190</td> </tr> <tr> <td>Credit Attempted:</td> <td style="text-align: right;">225.00</td> <td></td> </tr> <tr> <td>Credit Completed:</td> <td style="text-align: right;">225.00</td> <td></td> </tr> </table> | | Weighted | Non-Wgtd | Acad GPA (9-12) | 3.9286 | 3.6190 | Acad GPA (10-12) | 4.0333 | 3.6000 | Total GPA (9-12) | 3.9286 | 3.6190 | Credit Attempted: | 225.00 | | Credit Completed: | 225.00 | | <table border="0" style="width:100%;"> <thead> <tr> <th>Date</th> <th>Test Taken</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>10/14</td> <td>SAT CrRdq 540 Math 550 Wrtg 640</td> <td>1730</td> </tr> <tr> <td>05/14</td> <td>SAT CrRdq 520 Math 520 Wrtg 510</td> <td>1550</td> </tr> <tr> <td>10/14</td> <td>ACT EN 24, MT 26, RD 31, SR 25, CP 27, EW 23</td> <td></td> </tr> <tr> <td>06/14</td> <td>ACT EN 21, MT 24, RD 26, SR 21, CP 23, EW 23</td> <td></td> </tr> <tr> <td>10/13</td> <td>PSAT Math 52 Wtg 56 Rdq 54</td> <td>162</td> </tr> <tr> <td>05/14</td> <td>AP: United States History</td> <td>2</td> </tr> <tr> <td>05/14</td> <td>AP: English Literature & Composition</td> <td>2</td> </tr> <tr> <td>05/14</td> <td>AP: Spanish Language</td> <td>5</td> </tr> </tbody> </table> | Date | Test Taken | Score | 10/14 | SAT CrRdq 540 Math 550 Wrtg 640 | 1730 | 05/14 | SAT CrRdq 520 Math 520 Wrtg 510 | 1550 | 10/14 | ACT EN 24, MT 26, RD 31, SR 25, CP 27, EW 23 | | 06/14 | ACT EN 21, MT 24, RD 26, SR 21, CP 23, EW 23 | | 10/13 | PSAT Math 52 Wtg 56 Rdq 54 | 162 | 05/14 | AP: United States History | 2 | 05/14 | AP: English Literature & Composition | 2 | 05/14 | AP: Spanish Language | 5 | <table border="0" style="width:100%;"> <thead> <tr> <th colspan="4" style="text-align: left;">CREDIT SUMMARY</th> </tr> <tr> <th style="text-align: left;">Subject Area</th> <th style="text-align: right;">Credit Req'd</th> <th style="text-align: right;">Compl</th> <th style="text-align: right;">Needed</th> </tr> </thead> <tbody> <tr><td>English 9</td><td style="text-align: right;">10.00</td><td style="text-align: right;">10.00</td><td style="text-align: right;">-</td></tr> <tr><td>English 10</td><td style="text-align: right;">10.00</td><td style="text-align: right;">10.00</td><td style="text-align: right;">-</td></tr> <tr><td>English 11</td><td style="text-align: right;">10.00</td><td style="text-align: right;">10.00</td><td style="text-align: right;">-</td></tr> <tr><td>English 12</td><td style="text-align: right;">10.00</td><td style="text-align: right;">5.00</td><td style="text-align: right;">5.00</td></tr> <tr><td>World History</td><td style="text-align: right;">10.00</td><td style="text-align: right;">10.00</td><td style="text-align: right;">-</td></tr> <tr><td>U.S. History</td><td style="text-align: right;">10.00</td><td style="text-align: right;">10.00</td><td style="text-align: right;">-</td></tr> <tr><td>Economics</td><td style="text-align: right;">5.00</td><td style="text-align: right;">-</td><td style="text-align: right;">5.00</td></tr> <tr><td>Government</td><td style="text-align: right;">5.00</td><td style="text-align: right;">5.00</td><td style="text-align: right;">-</td></tr> <tr><td>Mathematics</td><td style="text-align: right;">10.00</td><td style="text-align: right;">10.00</td><td style="text-align: right;">-</td></tr> <tr><td>Algebra 1</td><td style="text-align: right;">10.00</td><td style="text-align: right;">10.00</td><td style="text-align: right;">-</td></tr> <tr><td>Life Science</td><td style="text-align: right;">10.00</td><td style="text-align: right;">10.00</td><td style="text-align: right;">-</td></tr> <tr><td>Physical Science</td><td style="text-align: right;">10.00</td><td style="text-align: right;">10.00</td><td style="text-align: right;">-</td></tr> <tr><td>Physical Education</td><td style="text-align: right;">20.00</td><td style="text-align: right;">20.00</td><td style="text-align: right;">-</td></tr> <tr><td>Fine Arts/For Lang</td><td style="text-align: right;">10.00</td><td style="text-align: right;">10.00</td><td style="text-align: right;">-</td></tr> <tr><td>Practical Arts</td><td style="text-align: right;">5.00</td><td style="text-align: right;">5.00</td><td style="text-align: right;">-</td></tr> <tr><td>Health Education</td><td style="text-align: right;">5.00</td><td style="text-align: right;">5.00</td><td style="text-align: right;">-</td></tr> <tr><td>Electives - Academic</td><td style="text-align: right;">10.00</td><td style="text-align: right;">10.00</td><td style="text-align: right;">-</td></tr> <tr><td>Electives - General</td><td style="text-align: right;">60.00</td><td style="text-align: right;">75.00</td><td style="text-align: right;">-</td></tr> <tr> <td>* TOTALS *</td> <td style="text-align: right;">220.00</td> <td style="text-align: right;">225.00</td> <td style="text-align: right;">10.00</td> </tr> </tbody> </table> <p style="text-align: center;">Algebra 1 Requirement Met</p> | CREDIT SUMMARY | | | | Subject Area | Credit Req'd | Compl | Needed | English 9 | 10.00 | 10.00 | - | English 10 | 10.00 | 10.00 | - | English 11 | 10.00 | 10.00 | - | English 12 | 10.00 | 5.00 | 5.00 | World History | 10.00 | 10.00 | - | U.S. History | 10.00 | 10.00 | - | Economics | 5.00 | - | 5.00 | Government | 5.00 | 5.00 | - | Mathematics | 10.00 | 10.00 | - | Algebra 1 | 10.00 | 10.00 | - | Life Science | 10.00 | 10.00 | - | Physical Science | 10.00 | 10.00 | - | Physical Education | 20.00 | 20.00 | - | Fine Arts/For Lang | 10.00 | 10.00 | - | Practical Arts | 5.00 | 5.00 | - | Health Education | 5.00 | 5.00 | - | Electives - Academic | 10.00 | 10.00 | - | Electives - General | 60.00 | 75.00 | - | * TOTALS * | 220.00 | 225.00 | 10.00 |
| | Weighted | Non-Wgtd | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acad GPA (9-12) | 3.9286 | 3.6190 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acad GPA (10-12) | 4.0333 | 3.6000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total GPA (9-12) | 3.9286 | 3.6190 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Attempted: | 225.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Completed: | 225.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date | Test Taken | Score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10/14 | SAT CrRdq 540 Math 550 Wrtg 640 | 1730 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05/14 | SAT CrRdq 520 Math 520 Wrtg 510 | 1550 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10/14 | ACT EN 24, MT 26, RD 31, SR 25, CP 27, EW 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06/14 | ACT EN 21, MT 24, RD 26, SR 21, CP 23, EW 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10/13 | PSAT Math 52 Wtg 56 Rdq 54 | 162 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05/14 | AP: United States History | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05/14 | AP: English Literature & Composition | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05/14 | AP: Spanish Language | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CREDIT SUMMARY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Area | Credit Req'd | Compl | Needed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English 9 | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English 10 | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English 11 | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English 12 | 10.00 | 5.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| World History | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| U.S. History | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economics | 5.00 | - | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Government | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Algebra 1 | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Life Science | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Science | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Education | 20.00 | 20.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fine Arts/For Lang | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practical Arts | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health Education | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electives - Academic | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electives - General | 60.00 | 75.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * TOTALS * | 220.00 | 225.00 | 10.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District Enter: 8/15/2011 CAHSEE School Enter: 8/15/2011 ELA: Passed Math: Passed Class of 2015 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State ID# | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

This transcript is unofficial unless signed by a school official.

Signature: _____
[Handwritten Signature]

Date: 4/1/15

SCAG 2015

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **IM-107**

COUNTY: **Imperial**

A E L1 L2 T

PERSONAL INFORMATION:

Full Name: _____

Address: _____

City: El Centro

State: CA

Zip Code: 92243

Phone: _____

Email: _____

Availability for two-week internship in Summer 2015* (check all that apply):

June 2015

July 2015

August 2015

September 2015

**Students must be available for a two-week (80 hours) internship, in addition to attending a Regional Council meeting at the SCAG office in Los Angeles.*

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.*

Applicant's Signature

4/29/15

Date

**Students will be asked to submit proof of eligibility to work in the United States if selected as a semi-finalist.*



SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **IM-107**

COUNTY: **Imperial**

EDUCATIONAL INFORMATION:

Current educational status (check one):

High School Junior
 High School Senior
 Community College

If community college student, list semesters completed*:

High School: Southwest High School

City/State: El Centro, CA

Date of Graduation: June 3rd, 2015

Grade Point Average: 4.52

If graduating senior, name of intended college/university* UC San Diego

Intended major: Computer Science Engineering

**Graduating students must provide proof of enrollment in higher education in order to receive the scholarship award.*

Community College (if applicable):

City/State:

Grade Point Average:

Intended major:

ACTIVITIES AND INTERESTS:

A.) List and briefly describe your extracurricular activities (e.g. memberships in organizations, sports, etc.):

| Organization Involved | Position Held | Date of Involvement |
|--------------------------------|--------------------------|---------------------|
| MESA (Math, Eng, Sci, Achevmt) | VP, Treasurer, Secretary | August 2011-Present |
| SH Academic Decathlon | President | August 2013-Present |
| | | |
| | | |

Brief description of your responsibilities (attach additional page(s) if necessary):

General administration over club members, activities, fund raising, meeting organization, preparing and presenting lesson plans, event coordination and project advising. In addition, maintaining the finances, creating and updating financial spreadsheets, working directly with staff and the schools ASB.

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **IM-107**

COUNTY: **Imperial**

ACTIVITIES AND INTERESTS (CONTINUED):

B.) List and briefly describe volunteer activities in which you have been involved:

| Organization | Activity | Date of Involvement |
|------------------------------|-------------------------------------|----------------------|
| McCabe/Corfman PTO | Youth Volunteer Coordinator/Support | August 2011-Present |
| Imperial Chamber of Commerce | Event Support | October 2012-Present |
| | | |
| | | |

Brief description of how you participated [attach additional page(s) if necessary]:

I assisted with the setup and running of PTO sponsored fund raising events, such as the annual Halloween Carnival which nets over 6,000 visitors and the annual school book fair.

With the Imperial Chamber of commerce, I assisted in the set up of major events, special contests and marketing events.

C.) List honors or academic awards you have received [e.g. scholarly activities, research, etc.]:

| Award/Honor | Institution/Organization | Date |
|----------------------------|--------------------------|---------------------|
| AP Scholar with Honors | College Board | June 2014 |
| National Hispanic Scholar | NHS/College Board | November 2014 |
| 1st place Winner Robotics | IV Mesa Program | January 2015 |
| 1st, 2nd, 3rd Place Medals | IV Mesa Program | August 2011-Present |
| 1st, 2nd, 3rd Place Medals | Academic Decathalon | August 2013-Present |

D.) List and briefly describe any work experience:

| Position | Employer | Dates of Employment |
|------------|-------------------------------|------------------------|
| Landscaper | Heather White | April 2014-August 2014 |
| Tutor | Self-Employed/Various Clients | August 2011-Present |
| | | |
| | | |

Brief description of your work responsibilities [attach additional page(s) if necessary]:

Landscaper - I worked with a team of individuals clearing large debris from fields and wooded areas.

Tutor - Contracted with various clients as a tutor and homework advisor with children struggling with comprehension in all subjects. I have an emphasis in mathematics and experience with special needs children.

My name is _____ and I want to be an engineer. This is the career choice I've had in mind since my sophomore year of high school. Throughout my entire school career, I've been dedicated to excelling at my studies to earn a spot in higher education and to prove that I am capable of making an impact in a world where education is key in being successful.

In the span of a few generations, the educational requirements for professionals and the amount of specializations have dramatically increased. It becomes increasingly more difficult to stand out as an incoming student for colleges. This, among my desire to expand my horizons and push myself inspired me to take the most advanced math and science courses available.

While in High School, I've truly enjoyed these classes. They are the courses that I find most practical in everyday life. The application of mathematics or physics in everyday problem solving is more common than one might typically think. Whether it's in designing a building or implementing a new financial policy, use of the laws of science and mathematics to design the solution and measure its success all relates back to these courses of study. My course lists expand from Chemistry to Calculus and I have enjoyed the possibilities in modeling scenarios for real world problems.

My comfort level has always lived within my math and science classes. However, I was pleasantly surprised when I found out how interesting Government class was. I was able to hold discussion with others about how we address issues our society faces and how we might overcome them. I would certainly see public policy as a form of engineering, the designing of a future, however it needs more than a mathematician to complete. You aren't working just with numbers or physics, you are truly affecting lives in ways that some engineers usually don't have the opportunity to witness. A policy on how garbage collection works, though likely taken for granted, will affect the lives of all the citizens of a city. There is no such thing as an insignificant issue when dealing with public policy.

My chosen career choice is engineering. I want to be the _____ who makes products people will use every day, products that make people's lives easier. It always fascinates me to see how simple it is to make a big impact, oftentimes people aren't able to see what they need or if they are fortunate to have foresight sometimes the hindrance is implementation. People didn't know how the use of computers could impact so many facets of life when they were introduced or that they would even need them. However without its creation and implementation we would not be able to have all the many wonderful contributions this specific piece of technology has brought us. To further our horizons I am working to become a computer science engineer (programmer, software engineer). I dream of being the one who makes the traffic lights of a city run smoothly, or automates its bus lines, to be the one who enables buildings to streamline energy and conserve resources or to configure new and more efficient ways to route power through city's.

I strive to continue to prove myself capable of these goals and believe that with dedication and effort I will be able to make my impact of the world.

February 18, 2015

To Whom It May Concern:

As a teacher with thirty years of experience, there are few tasks that I enjoy more than helping my most talented students fulfill their goals. I have the honor of teaching the best students our town produces. _____ stands out among the best.

During _____ high school years, _____ challenged _____ with a rigorous curriculum, including the hardest English classes on campus. Honors English is not for the faint of heart. The work load is a heavy one, with assignments overlapping and many "threads" of literary devices, themes, and historical significance weaving through the class. The pace is fast and students are expected to keep up. For _____, the class was a breeze, because _____ is extremely quick-thinking and quick-witted. This year, in English 12, _____ is able to draw analogies between pieces of literature and life in general. _____ is an articulate student, willing and able to discuss _____ point of view and listen to the points of view of _____ peers. _____ is admired by _____ classmates; _____ desire to learn and contribute to class has led to respect from _____ teachers.

_____ success in English hasn't been _____ only success. _____ packed _____ schedule with the hardest classes our school offers and succeeded mightily. _____ extra-curricular activities are also academic. _____ has worked with MESA for four years (serving as an officer this year) and been on our county champion Academic Decathlon team (serving as president) and brought home eight medals in local competition. It's obvious to see that _____ talents and strengths lie in the academic field.

_____ is an oxymoron: _____ is an intensely gentle _____ focus is laser-sharp; _____ goals are clear. In _____ quiet, soft way, _____ marks _____ place in my classroom and in my life. _____ has done all we can ask of _____ as a student and as a human. As a scholarship recipient, _____ will honor your commitment to _____ education by continuing to be a hard worker, an honest and a leader. This scholarship will go to good use and benefit all.

Sincerely,



Catherine Drew



April 26, 2015

To Whom It May Concern:

As the Director of Public Works for the City of El Centro, I work with a lot of leaders. Many industrious, intelligent, and capable individuals. These men and women are responsible for building our town. When I look at _____, I see a future leader.

_____ wants to be an engineer. _____ wants to build the future. _____ has told me about coursework, including Advanced Placement Calculus, Physics, Chemistry, and Government. _____ told me about _____ club, MESA (Mathematics, Engineering, Science and Achievement) which places a focus on engineering solutions to problems. _____ an officer in that club, ensuring the next generation of high school students receive the same enthusiasm and support that _____ received in _____ freshman year.

_____ is a young _____ with a plan. _____ has set life goals, and is well on _____ way to meeting them. _____ works hard and long, but is always so polite and courteous. _____ is respectful and patient when dealing with others, doing _____ best to guide others toward what they can do.

_____ has achieved much in _____ life. _____ has won multiple medals in academic competitions, _____ has achieved over a 4.3 GPA in _____ high school. _____ was accepted into UC San Diego, and told me _____ will be a college student by fall.

_____ dreams of changing the world, and I believe _____ is capable of doing just that. I think _____ is a perfect fit for any scholarship, and would recommend _____ strongly. _____ is honest and sincere, and would work hard to honor those who show faith in _____.

Respectfully,

Terry Hagen

Public Works Department

307 W. Brighton Avenue, El Centro, CA 92243 (760) 337-4505 Fax (760) 337-3172

Street Maintenance Division
307 West Brighton Avenue
El Centro, CA 92243

Support Services Division
307 West Brighton Avenue
El Centro, CA 92243

Motor Equipment Division
307 West Brighton Avenue
El Centro, CA 92243

Underground Utilities Division
307 West Brighton Avenue
El Centro, CA 92243

Wastewater Treatment Division
2255 LaBrucherie
El Centro, CA 92243

Water Treatment Division
3010 S. Eighth Street
El Centro, CA 92243

| | | | | | | | |
|--|------|-------|-----|-----------|-------------|-----------|---------------------------------------|
| Student Name | Stu# | Grade | Sex | Birthdate | Soc-Sec-Num | Counselor | Transcript of Student Progress |
| Parent/guardian name, address, telephone | | | | | | | |

April 13, 2015
Southwest High School
2001 Ocotillo Dr.
El Centro, CA 92243
(760) 336-4100 | Fax (760) 353-0467

| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | | | | |
|---|-----------------|------|-----------|---|-----------------|------|-----------|---|--------------|-----------|-----------|---|--------------|-----------|-----------|
| Grade 9 Fall 2011-2012 | | | | | | | | | | | | | | | |
| Southwest High School | | | | | | | | | | | | | | | |
| * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | A+ | 0.00 0.00 | + p 2007 | AP ENGL LIT | A | 5.00 5.00 | | | | |
| * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | p 2140 | Pre-Cal/Trig | A | 5.00 5.00 | | | | |
| * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | + p 2243 | AP Chemistry | A | 5.00 5.00 | | | | |
| * 0010 | Citizenship | A+ | 0.00 0.00 | + p 2072 | English 10 H | A | 5.00 5.00 | + p 2326 | AP US HIST | A- | 5.00 5.00 | | | | |
| * 0010 | Citizenship | A+ | 0.00 0.00 | p 2130.1 | Geometry CP | A+ | 5.00 5.00 | p 2550 | Art 1A | B | 5.00 5.00 | | | | |
| * 0010 | Citizenship | A+ | 0.00 0.00 | p 2240 | Chemistry | A | 5.00 5.00 | 2720 | Tech Expl | A | 5.00 5.00 | | | | |
| * 0010 | Citizenship | A+ | 0.00 0.00 | + p 2399 | AP EUR HIST | A | 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 TGPA: 4.33 | | | | | | | |
| p 2071 | English 9 H | A | 5.00 5.00 | p 2409 | Spanish 2 | A+ | 5.00 5.00 | Grade 11 Spring 2013-2014 | | | | | | | |
| p 2120 | Algebra 2 | A+ | 5.00 5.00 | 2812 | Weight Training | A | 5.00 5.00 | Southwest High School | | | | | | | |
| p 2220 | Biology | A+ | 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 TGPA: 4.33 | | | * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | |
| p 2407 | Spanish 1 | A | 5.00 5.00 | Grade 10 Spring 2012-2013 | | | | * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | A+ | 0.00 0.00 |
| 2810 | Phys Ed. | A+ | 5.00 5.00 | Southwest High School | | | | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A+ | 0.00 0.00 |
| 2830 | Health Ed | A+ | 5.00 5.00 | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | + p 2007 | AP ENGL LIT | A- | 5.00 5.00 |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 4.00 | | | | * 0010 | Citizenship | A+ | 0.00 0.00 | p 2140 | Pre-Cal/Trig | A | 5.00 5.00 | + p 2243 | AP Chemistry | A | 5.00 5.00 |
| Grade 9 Spring 2011-2012 | | | | | | | | | | | | | | | |
| Southwest High School | | | | | | | | | | | | | | | |
| * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | A+ | 0.00 0.00 | + p 2326 | AP US HIST | A- | 5.00 5.00 | p 2550 | Art 1A | B+ | 5.00 5.00 |
| * 0010 | Citizenship | A+ | 0.00 0.00 | + p 2072 | English 10 H | A+ | 5.00 5.00 | 2720 | Tech Expl | A | 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 TGPA: 4.33 | | | |
| * 0010 | Citizenship | A | 0.00 0.00 | p 2130.2 | Geometry CP | A+ | 5.00 5.00 | Grade 11 Fall 2013-2014 | | | | | | | |
| * 0010 | Citizenship | A+ | 0.00 0.00 | p 2240 | Chemistry | A+ | 5.00 5.00 | Southwest High School | | | | | | | |
| * 0010 | Citizenship | A | 0.00 0.00 | + p 2399 | AP EUR HIST | A- | 5.00 5.00 | * 0010 | Citizenship | B+ | 0.00 0.00 | * 0010 | Citizenship | A+ | 0.00 0.00 |
| p 2071 | English 9 H | A | 5.00 5.00 | p 2409 | Spanish 2 | A | 5.00 5.00 | * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| p 2120 | Algebra 2 | A | 5.00 5.00 | 2812 | Weight Training | A | 5.00 5.00 | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| p 2220 | Biology | A+ | 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 TGPA: 4.33 | | | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | |
| p 2407 | Spanish 1 | A | 5.00 5.00 | Grade 10 Fall 2012-2013 | | | | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| 2750 | Intro to Comput | A- | 5.00 5.00 | Southwest High School | | | | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| 2810 | Phys Ed. | A | 5.00 5.00 | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 4.00 | | | | * 0010 | Citizenship | A+ | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| Grade 10 Fall 2012-2013 | | | | | | | | | | | | | | | |
| Southwest High School | | | | | | | | | | | | | | | |
| * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 |
| * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A | 0.00 0.00 | * 0010 | Citizenship | A+ | 0.00 0.00 |

| Course Tags: * = Non Academic + = Honors (weighted) p = College Prop r = Repeated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------------------------|---------------|--------------|-----------------|--------|--------|------------------|--------|--------|-------------------------|---------------|---------------|-------------------|--------|--|-------------------|--------|--|--|------|------------|-------|-------|---------------------------------|------|-------|---------------------------------|------|-------|----------------------|--|-------|----------------------------|-----|-------|---------------------------|---|-------|---------------|---|-------|--------------------------------------|---|-------|----------------------|---|---|----------------|--|--|--|--------------|--------------|-------|--------|-----------|-------|-------|---|------------|-------|-------|---|------------|-------|-------|---|------------|-------|------|------|---------------|-------|-------|---|--------------|-------|-------|---|-----------|------|---|------|------------|------|------|---|-------------|-------|-------|---|-----------|-------|-------|---|--------------|-------|-------|---|------------------|-------|-------|---|--------------------|-------|-------|---|--------------------|-------|-------|---|----------------|------|------|---|------------------|------|------|---|----------------------|-------|-------|---|---------------------|-------|-------|------|-----------------|---------------|---------------|--------------|
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| | Weighted | Non-Wgtd | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acad GPA (9-12) | 4.2683 | 3.9512 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acad GPA (10-12) | 4.3793 | 3.9310 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Credit Completed: | 205.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date | Test Taken | Score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10/14 | SAT CrRdg 660 Math 620 Wrtg 650 | 1930 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03/14 | SAT CrRdg 660 Math 630 Wrtg 580 | 1870 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 10/13 | PSAT Math 65 Wtg 53 Rdg 66 | 184 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05/14 | AP: United States History | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05/14 | AP: Chemistry | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05/14 | AP: English Literature & Composition | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 05/13 | AP: European History | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CREDIT SUMMARY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| World History | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| U.S. History | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Government | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Algebra 1 | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Life Science | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Science | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Education | 20.00 | 20.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fine Arts/For Lana | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practical Arts | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health Education | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electives - Academic | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electives - General | 60.00 | 55.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *TOTALS* | 220.00 | 205.00 | 15.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District Enter: 8/15/2011 CAHSEE School Enter: 8/15/2011 ELA: Passed Math: Passed <p style="text-align: center;">Class of 2015</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State ID# _____ This transcript is unofficial unless signed by a school official. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|---------------------|-----------------|----------------|---------------|---------------------|-------------|----------------|---------------|---------------------|-------------|---|--|--|
| Student Name | | | | | Stu# | Grade | Sex | Birthdate | Soc-Sec-Num | Counselor | Transcript of Student Progress | | |
| | | | | | 12 | | | | | | | | |
| Parent/guardian name, address, telephone | | | | | | | | | | | April 13, 2015 Southwest High School 2001 Ocotillo Dr. El Centro, CA 92243 (760) 336-4100 Fax (760) 353-0467 | | |
| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | | |
| Grade 12 Fall 2014-2015 | | | | | | | | | | | | | |
| Southwest High School | | | | | | | | | | | | | |
| * | 0010 | Citizenship | A+ | 0.00 | 0.00 | | | | | | | | |
| * | 0010 | Citizenship | A | 0.00 | 0.00 | | | | | | | | |
| * | 0010 | Citizenship | A | 0.00 | 0.00 | | | | | | | | |
| * | 0010 | Citizenship | A+ | 0.00 | 0.00 | | | | | | | | |
| * | 0010 | Citizenship | A+ | 0.00 | 0.00 | | | | | | | | |
| p | 2055 | Expos Read&Writ | A+ | 5.00 | 5.00 | | | | | | | | |
| + p | 2147 | AP Calculus AB | A | 5.00 | 5.00 | | | | | | | | |
| + p | 2232.1 | AP Physics: 1 | A | 5.00 | 5.00 | | | | | | | | |
| + p | 2383 | AP GOVPOL US | A+ | 5.00 | 5.00 | | | | | | | | |
| | 2967 | Web Design | A | 5.00 | 5.00 | | | | | | | | |
| Credit Att: 25.00 Cmp: 25.00 TGPA: 4.60 | | | | | | | | | | | | | |
| --WORK IN PROGRESS-- | | | | | | | | | | | | | |
| Southwest High School | | | | | | | | | | | | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | | | | | | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | | | | | | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | | | | | | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | | | | | | | |
| * | 0010 | Citizenship | | 0.00 | 0.00 | | | | | | | | |
| p | 2055 | Expos Read&Writ | | 5.00 | 0.00 | | | | | | | | |
| + p | 2147 | AP Calculus AB | | 5.00 | 0.00 | | | | | | | | |
| + p | 2232.1 | AP Physics: 1 | | 5.00 | 0.00 | | | | | | | | |
| + p | 2382 | AP MACRO | | 5.00 | 0.00 | | | | | | | | |
| | 2967 | Web Design | | 5.00 | 0.00 | | | | | | | | |
| Total credit: 25.00 | | | | | | | | | | | | | |

| Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|--|--------------|--------------|--------------|-------|--------|-----------|-------|-------|---|------------|-------|-------|---|------------|-------|-------|---|------------|-------|------|------|---------------|-------|-------|---|--------------|-------|-------|---|-----------|------|---|------|------------|------|------|---|-------------|-------|-------|---|-----------|-------|-------|---|--------------|-------|-------|---|------------------|-------|-------|---|--------------------|-------|-------|---|--------------------|-------|-------|---|----------------|------|------|---|------------------|------|------|---|----------------------|-------|-------|---|---------------------|-------|-------|------|-------------------|---------------|---------------|--------------|
| Weighted Non-Wgtd Acad GPA (9-12) 4.2683 3.9512 Acad GPA (10-12) 4.3793 3.9310 Total GPA (9-12) 4.2683 3.9512 Credit Attempted: 205.00 Credit Completed: 205.00 | | Date Test Taken Score 10/14 SAT CrRdg 660 Math 620 Wrtg 650 1930 03/14 SAT CrRdg 660 Math 630 Wrtg 680 1870 12/14 SAT II CH 710 M2 780 10/13 PSAT Math 65 Wtg 53 Rdg 66 184 05/14 AP: United States History 4 05/14 AP: Chemistry 3 05/14 AP: English Literature & Composition 3 05/13 AP: European History 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District Enter: 8/15/2011 CAHSEE School Enter: 8/15/2011 ELA: Passed Math: Passed Class of 2015 State ID# | | CREDIT SUMMARY <table border="1"> <thead> <tr> <th>Subject Area</th> <th>Credit Req'd</th> <th>Compl</th> <th>Needed</th> </tr> </thead> <tbody> <tr><td>English 9</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>English 10</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>English 11</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>English 12</td><td>10.00</td><td>5.00</td><td>5.00</td></tr> <tr><td>World History</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>U.S. History</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Economics</td><td>5.00</td><td>-</td><td>5.00</td></tr> <tr><td>Government</td><td>5.00</td><td>5.00</td><td>-</td></tr> <tr><td>Mathematics</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Algebra 1</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Life Science</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Physical Science</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Physical Education</td><td>20.00</td><td>20.00</td><td>-</td></tr> <tr><td>Fine Arts/For Lang</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Practical Arts</td><td>5.00</td><td>5.00</td><td>-</td></tr> <tr><td>Health Education</td><td>5.00</td><td>5.00</td><td>-</td></tr> <tr><td>Electives - Academic</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Electives - General</td><td>60.00</td><td>55.00</td><td>5.00</td></tr> <tr><td>* TOTALS *</td><td>220.00</td><td>205.00</td><td>15.00</td></tr> </tbody> </table> Algebra 1 Requirement Met | | Subject Area | Credit Req'd | Compl | Needed | English 9 | 10.00 | 10.00 | - | English 10 | 10.00 | 10.00 | - | English 11 | 10.00 | 10.00 | - | English 12 | 10.00 | 5.00 | 5.00 | World History | 10.00 | 10.00 | - | U.S. History | 10.00 | 10.00 | - | Economics | 5.00 | - | 5.00 | Government | 5.00 | 5.00 | - | Mathematics | 10.00 | 10.00 | - | Algebra 1 | 10.00 | 10.00 | - | Life Science | 10.00 | 10.00 | - | Physical Science | 10.00 | 10.00 | - | Physical Education | 20.00 | 20.00 | - | Fine Arts/For Lang | 10.00 | 10.00 | - | Practical Arts | 5.00 | 5.00 | - | Health Education | 5.00 | 5.00 | - | Electives - Academic | 10.00 | 10.00 | - | Electives - General | 60.00 | 55.00 | 5.00 | * TOTALS * | 220.00 | 205.00 | 15.00 |
| Subject Area | Credit Req'd | Compl | Needed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| English 11 | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| World History | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| U.S. History | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Government | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Algebra 1 | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Life Science | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Science | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Education | 20.00 | 20.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fine Arts/For Lang | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Practical Arts | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health Education | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electives - Academic | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electives - General | 60.00 | 55.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * TOTALS * | 220.00 | 205.00 | 15.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

This transcript is unofficial unless signed by a school official.

Signature: _____

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Date: 04/13/2015

**SCHOLARSHIP COMMITTEE
REPORT**

ATTACHMENT 2

**LOS ANGELES COUNTY
APPLICATIONS
201, 203, 205, 206, 207, 215 & 221**

| | |
|--|--|
| Submission Date | 04-30-2015 23:28:29 |
| Full Name | |
| Address | Street Address: City: Topanga State / Province: CA Postal / Zip Code: 90290 |
| County | Los Angeles |
| Phone Number | |
| E-mail | |
| Internship Availability | August 2015 |
| Current Educational Status | High School Senior |
| Date of Graduation | 05/15/2015 |
| Name of Educational Institution | Blue Lne Creek School, home school |
| Location of Educational Institution | City: Topanga State / Province: CA |
| Grade Point Average (GPA) Type | Unweighted |
| Grade Point Average (GPA) | 3.87 |
| Intended College / University | University of the Pacific |
| Intended Major | Engineering Physics or Civil |

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|--|---|--------------------|
| Topanga Dae Myung martial Arts Academy | Black belt | 03/2005-present |
| Forty Feet Tall | Musician & creator, Alternative rock band | 03/2011-present |
| Community events | musical accompaniment | 06/2007-present |
| Topanga Youth Services | musician, set builder | 01/2007-05/2013 |

Description of Responsibilities:

My activities revolve around being a community player involved in community events, benefits, celebrations an fund raisers. In addition, Tae kwon Do plays an important part in the development of healthy youth in our community through a disciplined physical practice, meditation, philosophy, learning about another future and the support of each other.

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|---|-----------------------|--------------------|
| Kids for Environmental & Social Actions Page 42 of 226 | organizer | 09/2007-present |
| Junior Blind of America | counselor in training | summer 2012 |

Brief Description of Your Participation:

My volunteer work has been focused on bringing positive energy and concern to those less fortunate and along the way I have learned that these new friends have enhanced my life with their valuable lessons. From playing piano in a nursing home, to stuffing stockings for the homeless at christmas, to river rafting with visually impaired kids, these experiences have provided some of my best life lessons.

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|--|-----------------------------|-------------|
| California Institute of Technology | selected research assistant | summer 2014 |
| Santa clara Summer engineering Seminar | selected participant | summer 2012 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|---------------------------|---------------------|--------------------|
| | | |
| Topline Equestrian Center | groom | 09/2009-09/2014 |
| Freelance Videographer | | 01/2013- present |
| Freelance builder | assistant carpenter | 02/2014-072014 |

Brief Description of Your Work Responsibilities:

I have held a variety of freelance jobs in addition to one regular, continuous job at Topline Stables which started as a internship and turned into my first paying job.

Essay

Letters of Recommendation

Transcript(s)

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

Describe your interest in urban planning, public policy, public service and future career goals:

Above many things, I love to solve scientific problems, spend time out in nature, travel, and meet new people from around the world. As I explore the programs colleges have to offer, the idea that I can create a future that incorporates all of my interests doesn't seem so far out of reach. I want to become an engineer, and I look forward to attending a college that will allow me to discover a job that's fulfilling and allows me to give back to nature and my community. In college, I plan to study sustainable civil engineering, become involved in service learning around the globe, and then focus what I have learned into work that will impact communities in Southern California.

I see civil engineering as the perfect field for me to combine my interests in math, science, and design, along with my desire to coexist with nature. As a civil engineer I would like to work with urban planners to develop efficient, green, and sustainable technology that could be implemented into a neighborhood community. For example, I have been developing a composting system in my backyard. It is a project that has allowed me to participate in the miraculous process turning household organic waste into rich topsoil. I am witness to a continuous cycle, where the food that arrives at my family's table from the earth can be transformed into nutrient-rich soil that allows for more plants to grow. This is opposed to the broken cycle, in which resources are thrown in the trash. Instead of organic material reaching its potential as good old healthy dirt, its trapped in a landfill lined with plastic. If I could work with an urban planner to create an urban community food growing center, where everyone's discards become the compost that replenishes the soil, a community could shift to being more self sufficient and significantly reduce its output of garbage. Compost has taught me a lot about how resources can be found in unexpected places. As an engineer I am determined to keep an open mind to hidden sources of rich fuel to tap into.

Along with the sustainable benefits of creating green urban environments, from personal experience I know the value of spending time outdoors in the fresh air. I have grown up in the rural Topanga Canyon, where nature thrives between every neighborhood. I love going on hikes in my backyard, Topanga State Park, and encountering the wildlife that inhabit the wild expanses of chaparral. Although living miles from the city makes activities such as going to a movie theatre a rare occurrence, the endless amount of hiking trails and green vistas make living in Topanga worth it. However, there are negative aspects to living where I live which are in fact harmful to the environment. Living in a relatively rural area requires a lot of driving to and from the city. My family often has to drive miles into town to visit the closest grocery store. If my town could produce its own food locally, people wouldn't have to use gallons of gas shopping miles away.

Due to its semi-remote location in the Santa Monica Mountains, Topanga is the perfect place to experiment with sustainable development and self-sufficiency. Environmental protection groups such as the Topanga Watershed Committee and KFESA (Kids for Environmental and Social Actions), which is a youth activist group I co-founded with my fellow students, are committed to organizing community service in Topanga and its surrounding areas. By living alongside nature, we have become ecologically aware. I have noticed that my community is open to change that can benefit the environment, and I have been asked to present

my composting system and the benefits of compost at local festivals and conferences, such as Topanga Earth Day and the Topanga Watershed Committee.

As an engineering student, I plan to get involved in worldwide organizations, such as Engineers Without Borders. I will travel to developing countries to work with the local people to develop sustainable solutions which can satisfy the needs of their community.

In addition to working with Engineers Without Borders, I hope to work abroad with a German solar company as part of my college co-op engineering program; a quarter of Germany's energy is derived from renewable energy. I understand that different approaches to public policy and government incentives are instrumental in facilitating the switch to renewable energy. I want to visit countries that provide citizens the incentives to generate their own power. As a sustainable engineering student, I see the value in having knowledge of the public policy governing renewable energy.

According to Naomi Klein in her new book, "This Changes Everything", we already have the technology needed to tap into renewable energy powerful enough to meet mankind's current energy demands. I imagine how current developments in innovative renewable energy technology, such as transparent solar cells and roadways that capture the sun's energy, will be implemented into existing infrastructure. I want to be involved in the creation of future designs of roads and buildings which take into account new constructional components with two functions; elements of infrastructure that will simultaneously generate energy and be part of the structural design. And once I have my civil engineering degree with an emphasis in sustainability, I plan to channel what I have learned into finding sustainable solutions in my own hometown and the surrounding communities of Southern California.



John Muir High School
"Home of the Mighty Mustangs"
1905 Lincoln Avenue, Pasadena, CA 91103
(626) 396-5600 extension 82651

To Whom It May Concern:

I have had the distinct pleasure of knowing _____ as a student and cohort at California Institute of Technology where we researched the role of transcription promoters in stem cell propagation under Dr. Paul Tarr in the Meyerowitz Lab together. _____ was both the ideal student and a dependable coworker who consistently demonstrated an admirable combination of integrity, self-motivation, and conviction. Often modeling outstanding leadership and maintaining a clear sense of purpose, _____ contributed greatly to our small academic community and earned my deepest respect.

As a science teacher, I rarely see students that can handle the delicate balance of their studies, work, and social lives successfully in all areas. _____ is one of those few who can. The academics and research we did at Cal Tech can be very challenging, but _____ excelled beyond the rigorous requirements expected of every student enrolled in the summer outreach program and achieved success. _____ consistently performed his duties while maintaining strong relationships with the other students in the program. Not only did _____ often shine above his peers, but _____ also routinely encouraged and helped _____ colleagues find success as well.

_____ strong intellect and dedication developed into a strong sense of confidence with a charming attitude exemplified by _____ presentation and eagerness to study beyond our focused task. Therefore, I could always depend on _____ to set the best example while we lead tours or models for other students the skills and techniques we implemented. I believe _____ was a competent and valuable member of the Cal Tech Summer Research Connection and will be a valuable addition to any community, scholastic institution or business _____ becomes a part of in the future.

Since _____ classmates, my fellow teachers, and I will always hold _____ in the highest esteem, I sincerely recommend _____ as the ideal candidate for any endeavor. Please do not hesitate to call me at (916) 812-4072 for any further comment.

Respectfully submitted,

Daniel Harris

Daniel Harris
Educator, Science
John Muir High School

To Whom This May Concern

Dear Esteemed Person,

I am writing you regarding my student, _____, who is applying to your university. My name is Edison Park, and I am a Master of The Martial Arts.

_____ has been my student for the last 10 years. _____ started studying Tae Kwon Do with me when _____ was 7 years old. _____ has attended classes on average three times per week ever since then, and attained a First Degree Black Belt in 2012. _____ has passed many a rigorous test by the Grandmaster, Jae Ho Park, Founder of the International Dae-Myung Martial Arts Federation, with its headquarters based in Glendale, California.

_____ has always had a gentle air about _____, a little shy and very kind. Yet, when _____ practices the Martial Arts, _____ has a ferocity about _____. _____ has a tremendous ability to concentrate and focus _____ energy. There is a boldness in _____ practice that illustrates total commitment - a powerful force in the Martial Arts that translates into life. _____ is a highly driven human being, and it shows in all aspects of _____ life - _____ studies, _____ music, _____ friendships.

What makes _____ stand out - a star student - is the innovative style which _____ has developed over the years. _____ has taken the classical forms of the Martial Arts (of which _____ has great command) and has created _____ own combinations, forming a fresh new style, uniquely _____ own.

I, Edison Park, have been a Martial Artist all my life, practicing and teaching Tae Kwon Do, Judo, and Hap Ki Do. I am a Sixth Dan Blackbelt in Tae Kwon Do, a Fifth Dan Blackbelt in Judo, and a Fourth Dan Blackbelt in Hap Ki Do.

I come from a Korean lineage of masters. My father, Jae Ho Park, is a Grandmaster in Tae Kwon Do, Judo, and Hap Ki Do, and founded The International Dae Myung Martial Arts Federation in America, forty years ago.

I was a California State champion from 1989-1994, was nationally ranked second in the USA in 1990, and internationally ranked second in the European Open Championships, and was awarded Most Valuable Player in Europe in 1994. I represented the US against Russia and Mexico, during the GoodWill Games in 1993 and 1994.

I have been teaching the Martial Arts in Los Angeles and Montana for the last twenty nine years.

The Dae Myung Martial Arts Academy, of which I am the Chief Instructor, has a mission: to create future leaders. We have been proud to have our students go on to become lawyers, FBI agents, detectives in the LAPD, leading edge architects with innovative companies internationally, scientists at JPL, one who is on the Mars Rover Team, and many others.

Throughout my career, I have observed very few students make it to Blackbelt within our Academy - one in a hundred perhaps. It takes tremendous discipline and dedication to reach the point that _____ did. And even as a Blackbelt, _____ shines. _____ leads by example. Others look up to _____. I have no doubt in my mind that you are looking at a leader in _____ - an innovator, a team player, a solid human being who is destined to achieve great things.

Please feel free to contact me on my cell phone, at (310) 774-1855, or email me at vikinglance@yahoo.com, if you need any further information.

Sincerely,

Edison Park
MASTER INSTRUCTOR

The Dae Myung International Academy
1110 East Colorado Street, Glendale, CA 91205
608 Fernwood Pacific Drive, Topanga, CA 90291
1485 Continental Drive, Butte, Montana 59701
Via Dei Crispolti, 142, 00159 Rome, Italy

High School Transcript

summary page

Home School

Name:

Common Application

DOB:

Enrollment: 2/2011 - 5/2015

Graduation Date: 5/2015

Our home school philosophy is that school takes place in a natural learning environment that fosters curiosity, open-mindedness and a lifelong love of learning. Curriculum is created around the student's pursuit of interests in which learning is under the immediate direction, guidance, and support of the parents. Family and community play a central role in the development of empathy and a commitment to service. Through real-world experience, learning is holistic, integrated, fully individualized, project-based and driven by fascination and curiosity. The purpose of personalized attention is to develop and celebrate individual gifts and to confront unique challenges. Values of honesty, integrity, respect, patience, and individuality are honored. There are no grades given for home school courses.

The integrated home school, high school subjects which make up education are: Heroes, Geography, Current Events, World History, American History, British Literature, Writing Composition, Speech & Debate, Conversational French, American Sign Language, Environmental Studies and Nature, Bee Keeping, Visual Fine Art, Piano Lessons, Band, Music Theory, Music Business Management, Song Writing, Drama, Physical Education, Driver Education, Community Service, Internships, Employment and Study Abroad.

Descriptions of home school courses are included on the following pages. Some courses are duplicated in the application as activities because they are part of our home school philosophy and deserve an explanation within the context of education and the related activity.

The following are concurrent community college courses and independent study high school courses taken prior to high school graduation - official transcripts will be sent under a separate cover.

Pierce College

| <u>Term</u> | <u>Course</u> | |
|-------------|---------------|---|
| Spring 2011 | Algebra I | A |
| Spring 2012 | Algebra II | A |
| Spring 2013 | Trigonometry | A |
| Spring 2013 | PreCalculus | A |
| Spring 2014 | Physics 101 | A |
| Fall 2013 | French I | A |
| Spring 2014 | French II | A |
| Fall 2013 | Speech 101 | A |
| Spring 2012 | English 101 | A |
| Fall 2014 | English 102 | A |
| Fall 2014 | World History | A |
| Fall 2014 | Art History | A |

Santa Monica College

| <u>Term</u> | <u>Course</u> | |
|-------------|---------------|---|
| Fall 2011 | Chemistry | A |
| Spring 2012 | Biology | A |
| Fall 2013 | Calculus I | B |
| Spring 2014 | Calculus II | B |

BYU Independent Study

High School courses

| <u>Term</u> | <u>Course</u> | |
|-------------|------------------|---|
| Fall 2012 | Geometry | A |
| Summer 2014 | US Government | A |
| Fall 2014 | Physics 2 | A |
| Winter 2015 | American History | A |

Home School Transcript for

(Community College Official Transcripts to be sent under separate cover.)

“ Geography broadens my global awareness. Heroes provides me with inspiration and guidance; I discover where I fit into the story of mankind, and from this understanding my responsibility and unique contribution become clear. Finally, community service through Kids For Environmental and Social Action is my means for involvement” -

English/Humanities

Heroes (2009-present; full year course)

Description: This course includes original curriculum built out of a need for today's youth to follow an inspiring course of critical thought. It is an ongoing, long-term class. The many heroes of our world, past and present, are studied within their historical, sociological and biographical context. Heavy emphasis is given to each hero's embodied values and how they relate to each individual student. Self-directed research and Socratic method investigation comprise the assignments throughout the month. Writing assignments are due monthly. The *Heroes* course was often designed to integrate into the language arts, history and geography courses, and it naturally integrated into scientific interests. One *Hero* is studied each month.

Key Players include: Galileo, Thich Nhat Hanh, Paul Hawken, Michelle Obama, Arthur Winston, Temple Grandin, Jesus, Hammurabi, Socrates, Shinichi Suzuki, William Shakespeare, Frederick Douglas, Ina May Gaskin, Salva Dut, John Muir, Ralph Nader, Zainab Salbi, Mother Teresa, Father Gregory Boyle, John Wood, Maya Angelou, Paul Farmer, Jacques Cousteau, Eboo Patel, Henry David Thoreau, Nelson Mandela, Rachel Carson, Albert Einstein, William Kamkwamba, etc.

Class Group Meets: Monthly

Text(s)/Instructional Resources: Self-directed research including autobiographies and biographies, videos, documentaries, Internet and You Tube as well as suggested book assignments such as *Tattoos on the Heart* by Gregory Boyle, *Benjamin Franklin* by Walter Isaacson, *The Little Book of String Theory* by Steven S. Gubser, and *The Boy Who Harnessed the Wind* by William Kamkwamba

Assignment Types: Written Papers, Presentations and Class Participation

Instructor: Alison Gann, B.A. Psychology, M.A. Education

Book Group (2009-2011)

Description: Monthly small group discussion of classics and other books read. (See Reading List)

Class Group Meets: Monthly

Text(s)/Instructional Resources: Fiction

Assignment Types: Reading and Discussion

This group is organized by the students with the support of their parents; taking turns selecting books, hosting and leading discussion.

British Literature (2010-2011; full year course)

Description: Read, discussed, and wrote about such British authors as Charlotte Bronte, Jane Austen, D.H. Lawrence, Ursula LeGuin, Mary Shelley, John Stuart Mill, William Shakespeare, etc. Study with a local Shakespeare theatre called Theatricum Botanicum included a version of *Romeo & Juliette* where played *Romeo*. There was integrated travel to London and a visit to the Globe Theatre.

Class Group Meets: Weekly

Text(s)/Instructional Resources: *Oxford Anthology of English Literature* and the *Norton Anthology of English Literature*.

Assignment Types: Students read and annotated novels, short stories, poems, plays, and essays, both social and literary, from writers of the time periods studied. In addition, they wrote critical essays, gave presentations, and

interpreted and acted out scenes from Shakespeare.

Instructor: Kimberly Callaway, M.A. Literature

English Composition (2011-2012; full year course)

Description: A weekly class focused on analytical reading, critical thinking, and expository writing skills such as pre-writing, drafting, revising, editing, and proofreading; developed an understanding of audience, voice, and purpose; studied research process including locating, evaluating, analyzing and integrating sources.

Class Group Meets: Weekly

Text(s)/Instructional Resources: *Elements of Style* by Strunk & White, *Writing Down the Bones* by Natalie Goldberg, *Rules for Writers* by Diana Hacker, *Woe is I* by Patricia T. O'Conner, *Essentials of English Grammar* by L. Sue Baugh.

Assignment Types: Students read and annotated essays from assigned texts and wrote papers on related topics.

Instructor: Kimberly Callaway, M.A. Literature

Speech & Rhetoric (fall 2011)

Description: Verbal & nonverbal communication and public speaking skills, learning organization & research, listening, understanding debate & making arguments

Class Group Meets: Weekly

Assignment Types: Students researched, wrote and practiced a lot.

Instructor: Kimberly Callaway, M.A. Literature

Great Books (2012-present; full year course)

Description: A seminar created by students to include the classics; alternating discussion leaders (See Reading List)

Class Group Meets: Monthly

Assignment Types: Reading, reflection and research

Instructor: Student organized and lead

****English 101. (spring 2012) Pierce Community College. Woodland Hills, CA. 3 Units***

101 College Reading and Composition I (3)UC:CSU Lecture 3 hours.

Appropriate skill level demonstrated through the English placement process. Students gain proficiency in reading and writing through application of the principles of rhetoric and the techniques of critical thinking. Prerequisite is an understanding of the elements of grammar, punctuation, and sentence structure. Formal research paper required.

****Speech 101. (fall 2013) Pierce Community College. Woodland Hills, CA. 3 Units***

101

Oral Communication I (3) UC:CSU, Lecture 3 hours.

Offers training in the theory of speech communication and the practice of effective preparation and delivery of structured oral presentations.

****English 102. (fall 2014) Pierce Community College. Woodland Hills, CA. 3 Units***

102 College Reading and Composition II (3)UC:CSU Lecture 3 hours.

Prerequisite: English 101 with a grade of "C" or better. One of two critical thinking courses offered by the English department. Develops critical thinking and writing skills beyond the level achieved in English 101 and emphasizes logical reasoning, analysis, and strategies of argumentation using expository prose as subject matter. Designed to improve critical thinking in written arguments by applying established modes of reasoning, analyzing rhetorical strategies, evaluating logical fallacies, and detecting propaganda techniques.

World Languages

French, conversational (2005-2012; full year course)

Description: A small group instruction of conversational French; a hands-on course that used books created by the instructor; viewing and discussion of French movies in French; the study of the cultures of francophone countries; the production of original plays in French; reports and presentations in French about French artists and scientists including the Montgolfier brothers and their hot air balloon.

Class Group Meets: Weekly class with recorded assignments for practice in between classes

Text(s)/Instructional Resources: Story books were created by the instructor supplemented by other texts, tapes, and audio. *Le Chat du Rabbin*, by Joann Sfar, and the instructor's adaptations of *Le Petit Prince*, *Peau d'Ane*, *Lapinou Veloute*, *Monsieur Beignet*, et *Notre Jeune Dame*, to name a few.

Assignment Types: preparation for in-class performance: puppet shows, plays, presentations, role playing, conversations, research; public performances in small local theaters.

Instructor: Coco Blignaut; 3 year Diplôme de Culture et Civilization from La Sorbonne in Paris 1993, Awarded Best Teacher at Paris Language School, Cybèle Langues, Champs Élysées, Paris 1994, 27 years of globally teaching children and adults the French language - Paris, London, South African townships, Los Angeles, Thailand, Behouin tribe in Egypt, Jordan, Israel.

American Sign Language I, II, III (2009-2011; full year course)

Description: Weekly ASL course taught by professionally trained hearing and non-hearing instructors. Focus on culture of the Deaf Community, grammar, vocabulary development, increasing conversation skills, storytelling, and finger spelling, culminating in total immersion classes.

Class Group Meets: Weekly with monthly field trips.

Text(s)/Instructional Resources: *Signing Naturally*

Assignment Types: Presentations, quizzes, songs

Instructor: Suzanne Buckner; B.A. Deaf Studies, 30+ years as a sign language interpreter.

****French I. (fall 2013) Pierce Community College. Woodland Hills, CA. 5 Units***

Elementary French I (5) UC:CSU Lecture 5 hours.

Introduces the fundamentals of pronunciation and grammar, practical vocabulary and useful phrases. Focuses upon the ability to understand, speak, read, and write in simple French. Exposes the student to French culture. English is only used when it is necessary to explain difficult grammatical concepts; otherwise, the class is conducted in French. This course corresponds to the first year of high school French.

****French II. (spring 2014) Pierce Community College. Woodland Hills, CA. 5 Units***

Elementary French II (5) UC:CSU Lecture 5 hours.

Prerequisite: French I or one year of high school French with a grade of "C" or better in either case.

Continues the fundamentals of French pronunciation and grammar, practical vocabulary and useful phrases.

Stresses the ability to understand, speak, read and write in simple French. Exposes the student to French culture.

The class is conducted entirely in French except for grammar clarification. This course corresponds to the second year of high school French.

Mathematics

Algebra (fall 2010)

Description: Self taught, independently inspired learning

Text: *Algebra I* by John H. Saxon

****Algebra I. (spring 2011) Pierce Community College. Woodland Hills, CA. 5 Units***

115 Elementary Algebra (5) Lecture 5 hours.

Appropriate skill level demonstrated through the Mathematics placement process. Math 115 includes operations with algebraic expressions, solution of linear equations and inequalities, systems of linear equations, quadratic equations, graphs of lines and simple parabolas.

****Algebra II. (spring 2012) Pierce Community College. Woodland Hills, CA. 5 Units***

125 Intermediate Algebra (5) Lecture 5 hours.

Prerequisite: Mathematics 115*** with a grade of "C" or better, or appropriate skill level demonstrated through the Mathematics placement process and equivalent high school preparation.

Math 125 includes linear equations and inequalities, systems of linear equations and Gaussian elimination, quadratic equations, polynomials and rational expressions, exponents and radicals. Math 125 includes functions and their graphs, including linear, quadratic and exponential functions; logarithms, polynomials and algebraic fractions. Math 125 includes modeling and problem solving, sequences, conic sections, and complex numbers.

FastCad (summer 2012)

Description: Learned about how to draft by hand & by using computer programs like FastCad; independent study and guidance from grandfather

Class Group Meets: Daily for a couple of weeks

Text(s)/Instructional Resources: Online materials

Assignment Types: Practice

Instructor:

****Geometry. parts 1 & 2 (fall 2012) BYU Independent Study, high school program***

GEOMETRY, PART 1 : GEOM 041

PLANE GEOMETRY, PART 1: GEOM 041

Geometry 041 covers principles of plane geometry including deductive reasoning, hypotheses, postulates, corollaries, conclusions, assumptions, and formal proofing; writing the converse, inverse, and contrapositive of a theorem as well as constructing geometric figures using the basic tools of geometry. This is the first course in a two-part Geometry series (GEOM 041 and GEOM 043).

GEOMETRY, PART 2 : GEOM 043

PLANE GEOMETRY, PART 2: GEOM 043

GEOM 043 includes proving the Pythagorean theorem with a formal demonstration; finding the area of any triangle using Hero's formula; applying principles relating to circles, angles, and arcs; identifying the first, second, third, and fourth term of a proportion; and constructing geometric figures using theorems and corollaries. This is the second course in a two-part geometry series (GEOM 041 and GEOM 043).

****Trigonometry. (spring 2013) Pierce Community College. Woodland Hills, CA. 3 Units***

240 Trigonometry (3) CSU Lecture 3 hours.

Prerequisite: Mathematics 125 with grades of "C" or better, or equivalent high school preparation and appropriate skill level demonstrated through the Mathematics placement process. Math 240 centers on a study of the sine, cosine, and tangent functions, including a study of their graphs, inverses of the functions, solution of triangles, models for periodic phenomena, identities, conditional equations, and polar coordinates. Math 240 includes an introduction to the cotangent, secant, and cosecant functions.

****PreCalculus. (spring 2013) Pierce Community College. Woodland Hills, CA. 5 Units***

260 Pre-calculus(5)**UC:CSU Lecture 5 hours.

Prerequisite: Mathematics 240*** with a grade of "C" or better or equivalent high school preparation and appropriate skill level demonstrated through the Mathematics placement process.

UC Credit Limit: Maximum 4 units. Math 260 develops properties of the elementary functions, including

exponential, logarithmic and trigonometric functions. Graphing is stressed. Math 260 includes sequences, series, and elements of analytic geometry such as conic sections.

***Calculus I. (fall 2013) Santa Monica College. Santa Monica, CA. 5 Units**

MATH 7, Calculus 1, 5 units Transfer: UC, CSU IGETC AREA 2 (Mathematical Concepts) • Prerequisite: Math 2. This course is intended for computer science, engineering, mathematics and natural science majors. Topics in this course include limits, continuity, and derivatives and integrals of algebraic and trigonometric functions, with mathematical and physical applications.

***Calculus II. (spring 2014) Santa Monica College. Santa Monica, CA. 5 Units**

MATH 8, Calculus 2, 5 units Transfer: UC, CSU IGETC AREA 2 (Mathematical Concepts) • Prerequisite: Math 7. A second course in calculus. Topics include derivatives and integrals of transcendental functions with mathematical and physical applications, indeterminate forms and improper integrals, infinite sequences and series, and curves, including conic sections, described by parametric equations and polar coordinates. Maximum UC credit is allowed for only one series including Math 7 & 8.

Computer Science with Khan Academy (Summer 2014)

Description: Self taught, independently inspired learning

Text(s)/Instructional Resources: *Python programing*

Math Books read independently:

Precalculus Mathematics in a Nutshell by George F. Simmons

New High School Algebra (1912), Webster Wells, S.B. & Walter W. Hart, A.B.

Science

***Chemistry 10. (fall 2011) Santa Monica College. Santa Monica, CA. 5 Units**

CHEM 10, Introductory General Chemistry Transfer: UC, CSU IGETC AREA 5A (Physical Sciences, + LAB) • Prerequisite: Math 31. 5 units

This is an introductory laboratory course. It introduces principles, laws, and nomenclature of inorganic chemistry and organic chemistry. Students who successfully complete this course will understand basic chemical principles and will have practiced quantitative reasoning and problem solving skills. Students will also have learned various lab techniques, including the safe and competent handling of chemicals and laboratory equipment.

***Intro to Biology. (spring 2012) Santa Monica College. Santa Monica, CA. 4 Units**

BIOL 3, Fundamentals of Biology Transfer: UC, CSU IGETC AREA 5B (Biological Sciences, + LAB)

Prerequisite: None.

This is a general biology course. Topics include basic molecular and cellular biology, genetics, the anatomy and physiology of plants, animals and humans, the diversity of life, evolution, and ecology. Current environmental issues and new developments in biological science are discussed. Laboratory experiences are integrated and stress scientific methodology and thinking.

HoneyLove Urban Beekeeping, (fall 2013)

Description: Bee biology, bee behavior, bee keeping equipment, diseases and pests, urban beekeeping, honey harvesting. assessment "A class in bee biology opened my mind to the amazing complexity of a small beehive and conveyed the gravity of Colony Collapse Disorder. I learned how to satisfy the needs of the bees and maximize honey production by improving the design of bee boxes."

Class group meets : Monthly, with additional opportunities for involvement, discussion & research.

Text: chose a book to further his knowledge, *Home Grown Honey Bees* by Alethea Morrison

Assignments: Independent research went into a persuasive speech about urban beekeeping and Colony Collapse Disorder, and investigation into the mathematical concepts of honey comb design.

Instructors: Founder of Sweet Bee Removal, beekeeper, ethical bee remover; Tyson Kaiser,

****Physics 101. (spring 2014) Pierce Community College. Woodland Hills, CA. 5 Units***

101 Physics for Engineers and Scientists I (5)*UC:CSU Lecture 3 hours; Laboratory 6 hours.

Prerequisite: Mathematics 261 with a grade of “C” or better. Corequisite: Mathematics 262. Considers the fundamental principles and applications of classical mechanics, gravitation, periodic motion, and fluid mechanics at the beginning calculus level of mathematical sophistication. The laboratory includes both quantitative and qualitative experiments, tutorials, and active learning activities which permit students to verify, illustrate, and deduce various laws of physics.

****Physics 2. (early spring 2015) BYU Independent Study, high school program***

PHYSICS, PART 2 : PHSCS 043

This physics course is a mathematical treatment of change of state, thermodynamics, wave and sound, light and color, lenses, electric charges and fields, current and circuits, satellites, magnetism, nuclear reaction, etc. This course includes instructions for lab activities that can be completed with commonly available equipment. This is the second course in a two-part Physics series (PHSCS 041 and PHSCS 043).

Science books read independently:

The 100 Most Influential Scientists by John Gribbin

Ideas and Opinions by Albert Einstein

Dear Professor Einstein edited by Alice Calaprice

Steve Jobs by Walter Isaacson

Hydrogen, Hot Stuff :: Cool Science by Rex A. Ewing

California Science Center & Griffith Observatory, Los Angeles, CA

Description: field trips & demonstrations, as part of the home school geography class; integrated geography & science study

California Institute of Technology, Pasadena, CA

Description: field trips & presentations, as part of the home school geography class; integrated geography & science study

Geography/Social Studies/History

Native American & Outdoor Education (2002-present; full year course)

Description: Integrated studies in culture, history & natural science using monthly hiking excursions into nature and bi-yearly overnight camping trips with a professional naturalist, Rob Remedi, who specializes in natural sciences, cultural history, outdoor and wilderness skills, team building, and adventure outings, including local ecology and ecosystems, geology, edible plants, shelter building, tracking, fire-making, navigation, high ropes course challenge, etc.

Natural Sciences- Local ecology; local flora and fauna identification, biology and etiology (insects, birds, reptiles, amphibians and mammals); riparian and chaparral ecosystems (and habitats in general); water ecology and testing, and geology.

Cultural History- Native American life-ways and culture (primarily Chumash and Tongva tribes)

Outdoor and Wilderness Skills- Wilderness survival (knowledge and practice in shelters, fire-making, water procurement, edible and medicinal plants); navigation with compass, map, GPS, and aid-less travel; tracking; primitive technology (traps, hunting, tools, materials, etc)

Team Building and Leadership- Ground-based initiatives and high ropes course challenges

Adventure Outings- Hiking; camping; backpacking; canyoneering

Class Group Meets: Monthly for full day; bi-yearly for weekend camping or backpacking trip.

Text(s)/Instructional Resources: Occasional reading (What the Robin Knows, by Jon Young)

Instructors: naturalist Rob Remedi, guests: Del Mar Lathers, Jon Young

World History (2007-2012; full year course)

Description: A monthly group meeting culminating in the home study of historical periods across the globe from ancient times to present day. Included presentations and research papers as well as art projects, costuming, speakers, native foods, and music. A wide range of research materials were used including non-fiction, fiction, Internet, videos and documentaries, etc.

The *Heroes* course was integrated into the study of world history, heroes included: Galileo, Thich Nhat Hanh, Paul Hawken, Michelle Obama, Arthur Winston, Temple Grandin, Jesus, Hammurabi, Socrates, Shinichi Suzuki, William Shakespeare, Frederick Douglas, Ina May Gaskin, Salva Dut, John Muir, Ralph Nader, Zainab Salbi, Mother Teresa, Father Gregory Boyle, John Wood, Maya Angelou, Paul Farmer, Jacques Cousteau, Eboo Patel, Henry David Thoreau, Nelson Mandela, Rachel Carson, Albert Einstein, William Kamkwamba, etc.

Class Group Meets: Monthly

Text(s)/Instructional Resources: *The Story of the World* by Susan Wise Bauer and self-directed readings, both fiction and non-fiction, Internet, videos, discussions and documentaries.

Assignment Types: Written Papers and Presentations

Instructor: Home school families took turns hosting each gathering, student presentations formed the bulk of shared study

Physical and Cultural Geography: Its Role in World Affairs and History (2009-2014; full year course)

Description: A weekly class discussion and lecture class. Basic astronomy, meteorology, climate studies, biogeography, plate tectonics, regional studies. Also current affairs such as geo-political alliances and discord, the oil crisis, alternative energy sources, sectarian divisions (particularly with regard to Islam), effects of energy needs on climate change, environmental summits, presidential election, the United Nations. Weekly articles, Internet research, visiting experts.

The *Heroes* course was integrated into the study of current affairs, environmental issues, and geo-politics, heroes included: Paul Hawken, Michelle Obama, Arthur Winston, Temple Grandin, John Muir, Ralph Nader, Zainab Salbi, Mother Teresa, Father Gregory Boyle, John Wood, Paul Farmer, Jacques Cousteau, Eboo Patel, Henry David Thoreau, Nelson Mandela, Rachel Carson, Thich Nhat Hanh, Albert Einstein, William Kamkwamba, etc.

Class Group Meets: Weekly classes with bi-monthly field trips.

Text(s)/Instructional Resources: *Welcome to the Wonderful World of Geography* by Runkle Publishers and *World Geography* by National Geographic by McGraw Hill, *Glencoe World Geography*, by Richard G. Boehm, Ph.D. *Goode's World Atlas* edited by Howard Veregin, complemented by assigned articles, websites, videos, and documentaries.

Assignment Types: Presentations, quizzes, panels and debates.

Instructor: Terri Krueger, BA and teaching credential from the University of the Witwatersrand in Johannesburg, SA. She has taught the geography/current events class for 6 years, and she serves as a volunteer facilitator for Pachamama Alliance's symposium, also for 6 yrs. This work weaves together issues related to the environment, social justice and sustainability.

Global Citizen (spring 2011)

Description: The production of a film including claymation, direction, writing, & music as a way to define a personal global citizen. This project was inspired by a potential trip to Peru as part of the EF Educational tours.

Foreign Exchange & Study Abroad (intended for February 2015)

Description: Plans to travel to France to live with two separate French families; learn about the culture, travel the countryside and full language immersion; Rennes, Lyon, Paris and the French Alps.

***World History. (fall 2014) Pierce Community College. Woodland Hills, CA. 3 Units**

History 86 Introduction to World Civilizations I (3) UC:CSU Lecture 3 hours. Traces the development and interrelationships of the major world civilizations and their cultural traditions and contributions from the earliest times to the beginning of the era of European expansion in the sixteenth century.

***U.S. Government. (summer 2014) BYU Independent Study, high school program**

UNITED STATES GOVERNMENT AND CITIZENSHIP : GOVT 045

This course fulfills the California state standards for Principles of American Democracy by covering the fundamentals of government and citizenship and focusing on the major ideas, protections, privileges, structures, and economic systems that affect the life of a citizen in the United States political system.

****American History. (early spring 2015) BYU Independent Study, high school program**

UNITED STATES HISTORY FROM 1877 : HIST 043

This is a general survey of United States history from 1877 to the present, and it guides students through the industrialization, World Wars I and II, the civil rights movement, and more. This is the second course in a two-part United States history series (HIST 041 and HIST 043)

Books read independently

A Young Peoples History of the United States, Class Struggle to the War on Terror, by Howard Zinn
The Iraq War Reader, by Micah L. Sifry & Christopher Cerf

Visual & Performing Arts

Drawing (fall 2011; one semester course)

Description: Studied perspective, value, and shading covered.

Class Group Meets: Weekly.

Assignment Types: Drawings

Instructor: Jenny Griffiths; B.A. arts education, teaching credential K-12 single subject art, M.A. art

Painting (spring 2012; one semester course)

Description: Studied historical artistic styles, still-life paintings with value and shadow, expressive faces, color theory and watercolor landscapes. Culminated in submissions to an art show.

Class Group Meets: Weekly.

Assignment Types: Research of painters and different painting styles.

Instructor: Jenny Griffiths; B.A. arts education, teaching credential K-12 single subject art, M.A. art

Art Museum Visits (2011-2014; 2 or 3 yearly)

Description: Consistent visits to the myriad of Los Angeles art museums including, LACMA, Getty Villa and Getty Center, Norton Simon, to name a few.

***Art History. (fall 2014) Pierce Community College. Woodland Hills, CA. 3 Units**

Art 102 Survey of Art History II (3)UC:CSU Lecture 3 hours. A survey of painting, sculpture, and architecture of the Western tradition from the fourteenth century to the twenty-first century. Attention is given to style, iconography, and the social, political, and economic context that accompanies a work of art.

Individual Musical Instruments:

Piano, (2007-present; weekly, year round)

Bass (2011-present, self taught)

Middle Eastern Drums (2005- present, occasional weekly lessons, dance class & annual festivals)

West African Drums (2009- 2013 for weekly dance class with master drummer)

Forty Feet Tall, aka: Ote for President, (spring 2011- present)

Description: An alternative rock band formed by a group of five home schooled students; featuring original music; regular performances at local rock venues including the Roxy, Troubadour, The Mint, Whiskey a Go-Go, Club Nokia ; a successful Kickstarter crowd funding campaign to fund the production of an album; the recording & production of a full album of all original songs. The educational component included: classes, practice, band meetings, meeting with a student band manager, writing original songs, book keeping & scheduling. Because the band was student-lead, musicians did all their own scheduling and coordination, finding locations for rehearsals and booking performances.

The activity component included: performances at concerts and clubs, and battle-of-the-band competitions.

Role: Originally the band members played various instruments and played bass, key board and drums. As band members settled in, specialized in playing bass. All band members contributed to writing instrumental parts for their songs. Band members organized & showed up for practices; contributed to recording, booking, and fund raising duties.

Recognition: The release of a full-length album; songs on iTunes; a contract with a licensing company DL Music; airplay on British online radio; substantial attention on social media music outlets; music has been used on a German mountain bike movie called, "All-In-One", an MTV television series called "Friend Zone", and a CMT show called "Party Down South".

Grease, (Spring 2013)

Description : Musical theatre produced by Topanga Youth Services, Topanga, CA

Role: was cast in three roles; , , and , an in the drive-in movie. The original movie idea was conceived and suggested to the director by a student and was shown during a scene in the musical, just after intermission.

The movie also won Best of the Youth Salon at the Topanga Film Festival, Summer 2014.

Group Meets: Bi-weekly, spring musical rehearsals

Instructor: Karen Cooke, director of Topanga Youth Services

Rainforest Benefit Concert, (Spring 2011)

Description: A benefit music concert organized & sponsored by Kids for Environmental and Social Justice; marking the formation of the band *Forty Feet Tall* (aka *Ote for President*); funds raised went to the purchase of trees to be planted in the Mata Atlantica rain forest in South America.

Grammy Museum Workshop (Fall 2012)

Description: A course about the music business focusing on working with a band manager, and putting together a press kit. and cumulating with a performance at the Grammy Museum in downtown Los Angeles.

Class Group Meets: The band met as often as necessary to complete assignments on deadline

Assignment Types : Choice of student band manager, working with a band manager, press kit and PR tools.

Songwriting Workshop (Spring 2012)

Description: An intimate songwriting class run by professional musician and songwriter, Gregg Sarfaty.

Class Group Meets: 8 seminar sessions

Assignment Types: A minimum of one song per week, written and performed.

Instructor: Gregg Sarfaty, professional songwriter and the lead singer for *Stew Boss*

Tap Dance (2011-2012)

Description : Rhythm tap dance class

Class Group Meets: Weekly

Assignment Types: Practice at home between classes

Instructor: Cari Ann Shim Sham, M.F.A., World Arts & Culture U.C.L.A.

Physical Education

Tae Kwon Do, (Spring 2005 -present)

Description: Intensive advanced study and a Black Belt in Tae Kwon Do with the Dae-Myung Academy of Martial Arts, Topanga, CA. official black belt ceremony was in August 2013 at the age of 16 years old, coinciding with the 40 year anniversary of school, the Dae-Myung Academy.

The promotion included writing and reflection of the philosophy and teachings along with rigorous physical exercises, forms and Korean vocabulary. The education included intensive study of the martial arts: Tae Kwon Do, Judo, Hap Ki Do. Included in the study was Korean language, and regular practice including meditation. Activities included demonstrations, competitions, private assistance to younger students in free time, and assistant teaching experience during classes with the master teacher, Edison Park.

Frequency : Classes 1.5-2 hours each, 2-3 times weekly, with extra practice in between

Instructor: Edison Park, Master Instructor, the Dae Myung International Academy; Sixth Dan Blackbelt in Tae Kwon Do, a Fifth Dan Blackbelt in Judo, and a Fourth Dan Blackbelt in Hap Ki Do

Triathlon Training, (spring & summer 2011)

Description: Running, cycling and swimming strength & endurance preparation & competition

Event: Hansen Dam Sprint Triathlon

Running, (2011- present)

Description: Regular practice and competitions

Events: Topanga 10K, Homeboy Industries 5K

Service Learning

Kids for Environmental & Social Justice, aka: KFESA, (2007- present)

Description: A homeschool organization run by students and supported by their families providing an umbrella for community service activities in our local community such as: the annual stuffing stockings and distribution to the homeless at Christmas, raising money for victims of natural disasters, playing concerts at senior homes, producing a full concert to raise money to replant the Mata Atlantica rain forest, cleaning up natural habitats at local beaches, the L.A. River, a California condor sanctuary, planting trees with Tree People.

The educational part of this program included research and regular student-lead meetings and brain storming.

The activity part consisted of community service actions.

Role: Rotating and activist

Junior Blind of America (Summer 2012)

Description: The educational portion of this program included training to become a *counselor in training* for a summer camp serving the blind and visually impaired. The activity portion was actual work as a *counselor in training* during various summer camps including: junior camp, elementary camp, family camp, and goalball camp.

was the only *counselor in training* elected by the other counselors & chosen to attend a river rafting trip at the end of the summer.

Role: Counselor in training

Manzanita Institute Mentoring Program (2014-present)

Description: The Manzanita Institute is an extension of Manzanita School in Topanga CA, serving grades 4-9. The Mentoring Program is a counsel of elders interested in pioneering nature connection ideas for the youth of the community

Role: Teenage mentor trainee

Employment

Topline Stables (2009-2014)

Description: Starting as a self-created internship designed to learn to be a groom and to ride and exercise horses; This project turned into an employment opportunity for two summers and one school year.

Cameraman, (2013-present)

Description: Video for various documentary projects including: 10 Manzanita Institute Speaker Series presentations, and 3 live dance performances

Assistant Carpenter (spring 2014)

Description: Helped lead designer to design and build a shade structure for Manzanita school; worked on calculations for a structural arch, operated power tools and performed basic construction skills.

Summer Programs *(how the last 3 summers were spent - includes some duplication)*

California Institute of Technology, Summer Research Connection, (summer 2014)

Description: The SRC program utilizes hands-on and project-based learning methods to give students and teachers a deeper understanding of the nature of science and the scientific process through participation in an authentic research experience. A collaboration between Caltech and the Oak Crest Institute of Science, the Summer Research Connection (SRC) creates small student-teacher collaborative groups and places them in research laboratories at Caltech where they perform scientific research under the guidance of research mentors.

Facilitators: Julius Su & James Maloney

Post Doctoral Fellow: Dr. Paul T. Tarr, Teacher Collaborator: Daniel Harris

Forty Feet Tall, Album and Fundraising (summer 2013)

Description: Forty Feet Tall recorded and produced a full length album of original songs, featuring on bass. The project included a successful Kickstarter crowd funding campaign to fund the project. The band performed in the Los Angeles area as a way to promote the project.

Summer Engineering Seminar, Santa Clara University, (summer 2012)

Description: An introduction to careers in engineering & informative courses in biological engineering; civil engineering; electrical engineering; sound engineering

Junior Blind of America Summer Camp (summer 2012)

Description: Training & volunteer counselor for the Junior Blind of America summer camps; family camp, young teen camp, goal ball camp; Recognition: Chosen to attend an end of the summer white water rafting trip with the participants

Reading List

books not already listed under a subject

The Great Gatsby by F. Scott Fitzgerald
Childhood's End by Arthur C. Clarke
The Namesake by Jhumpa Lahiri
The Idiot by Fyodor Dostoyevsky
Persepolis by Marjane Satrapi
1984 by George Orwell
The Book Thief by Markus Zusak
Emma by Jane Austen
Jane Eyre by Charlotte Bronte
Small Gods by Terry Pratchett
The Pearl by John Steinbeck
East of Eden by John Steinbeck
Of Mice & Men by John Steinbeck
Skinny Legs and All by Tom Robbins
Catcher in the Rye by J.D. Salinger
Hatchet by Gary Paulsen
Call of the Wild by Jack London
Paper Towns by John Green
The Bell Jar by Sylvia Plath
The Golden Bull by Marjorie Crowley
Acts of Faith by Eboo Petel
Alchemist by Paulo Coelho
Neither Wolf Nor Dog by Kent Nerbum

Riders of the Purple Sage by Zane Grey
Bruce Lee: Artist of Life by Bruce Lee
Kim by Rudyard Kipling
One Flew Over the Cuckoo's Nest by Ken Kesey
Walden by Henry David Thoreau
Black Like Me by John Howard Griffin
The Chosen by Chaim Potok
Catch 22 by Joseph Heller
Mountains Beyond Mountains by Tracy Kidder
Tattoos on the Heart by Gregory Boyle
Starclimber by Kenneth Oppel
The Iron Ring by Lloyd Alexander
The Comedians by Graham Greene
Half Blood Prince by J.K. Rowling
The Deathly Hollows by J.K. Rowling
The Things They Carried by Tim O'Brien
Fahrenheit 451 by Ray Bradbury
Hobbit by J.R.R. Tolkien
Romeo & Juliette by William Shakespeare
Twelfth Night by William Shakespeare
Electra by Sophocles
What the Robin Knows by Jon Young
Life of Pi by Yann Martel

I Know Why the Caged Bird Sings by Maya Angelou
The Adventures of Huckleberry Finn by Mark Twain
The Adventures of Tom Sawyer by Mark Twain
The Strange Case of Dr Jekyll & Mr Hyde by Robert Louis Stevenson
The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
My First Summer in the Sierra by John Muir
Percy Jackson and the Olympians by Rick Riordan
Rich Dad, Poor Dad by Robert T. Kiyosaki
The Monkey Wrench Gang by Edward Abbey
The Amazing Adventure of Cavilier and Clay by Michael Chabon
A Hitchhikers Guide to the Galazy by Douglas Adams
Revolution in a Bottle, How TerraCycle is Redefining Green Business by Tom Szaky

Submission Date 04-30-2015 18:06:42

Full Name

Address

Street Address:
City: Redondo Beach
State / Province: CA
Postal / Zip Code: 90278

County

Los Angeles

Phone Number

E-mail

Internship Availability

August 2015
September 2015

Current Educational Status

Community College

Date of Graduation

05/15/2015

Name of Educational Institution

El Camino College

Location of Educational Institution

City: Torrance
State / Province: CA

Grade Point Average (GPA) Type

Unweighted

Grade Point Average (GPA)

3.9

Intended College / University

University of California, Los Angeles

Intended Major

Business Economics

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|-------------------------|-------------------------|--------------------|
| Honors Transfer Program | Member | 05/2013 to present |
| Inter Club Council | Commissioner of Finance | 10/2014 to present |

Description of Responsibilities:

As Commissioner of Finance for the Inter Clubs Council, I organize social events for clubs on campus, review finance requests by clubs to the Inter Club Council, and compile a weekly report on the financial position of the Inter Club Council.

To retain my membership in the Honors Transfer Program, I've had to attend enrichment seminars, completed Honors level coursework, and maintained a GPA above 3.1 for every semester since enrollment.

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|-------------------|----------|--------------------|
| Alpha Gamma Sigma | Member | 10/2013 to present |

Brief Description of Your Participation:

As a member of Alpha Gamma Sigma, I've had to fulfill a ten-point requirement to retain membership. A point is awarded for volunteering activities in and out of campus. To fulfill the required ten points, I've helped a few clubs on campus in their fundraising events, helped run the bi-annual

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|--|--|---------|
| El Camino College Board of Directors | El Camino College Foundation Scholarship | 04/2013 |
| El Camino College Board of Directors | Virginia and Thomas Riddle Scholarship | 04/2014 |
| Honors Transfers Council of California | Research Conference Presenter on "The Wisdom of U.S Aid to Egypt" | 04/2014 |
| Honors Transfers Council of California | Research Conference Presenter on "Super PACs: A Potential Scourge on American Democracy" | 03/2015 |
| Western Regionals Honors Conference | Research Conference Presenter on "Super PACs: A Potential Scourge on American Democracy" | 04/2015 |
| Corona Del Camino | Campus Organizational Involvement Scholarship | 04/2015 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|-------------------|--|--------------------|
| AdventurePlex | Adventure Staff | 04/2014 to 04/2015 |
| El Camino College | Supplemental Instructor in Political Science | 01/2015 to present |

Brief Description of Your Work Responsibilities:

As a Supplemental Instructor in Political Science, I run 50 minute sessions after class lecture to systematically review class material. In this capacity, I create worksheets, mock exams, and study guides for my students to gain a better understanding of Political Science.

At AdventurePlex, I maintained the outdoor equipment to adhere to AdventurePlex's high standards of safety, ensuring that customers develop their self-confidence in a safe and controlled environment. I also coordinated the outdoor team to cater for as much as 8 groups in one day with up to 16 participants per group.

Essay

Transcript(s)

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

My interest in public policy stems from my upbringing. Growing up in Jakarta, the capital city of Indonesia, I was exposed to poverty at a very early age. When I was around ten years old, I started playing soccer at the local neighborhood field. The first day I went, I bought along my soccer cleats. I ended up never wearing them because the kids that played there always played barefoot. They couldn't afford soccer cleats. I felt ashamed of the privilege that I had. From that point on, I wanted to make use of my privilege and be in a position to help those in poverty. One of the best ways for me to achieve that goal is by dedicating my life to the craft of public policy.

Today, poverty is not confined to a developing country such as Indonesia. Poverty exists here today in the United States in its own insidious forms. Even as the prices of consumer goods such as electronic gadgets continue to fall, we should not be tricked into feeling a false sense of security. The prices of necessities such as health insurance, rent, and higher education continue to skyrocket. These things have provided families from countless generations a true sense of safety, acting as bedrock for the American dream. If this trend continues, the American Dream may soon be eroded to a fairytale that will be confined to our history books.

I plan to use my education to propel myself into a career in public policy and remedy the intolerable levels of poverty present in today's society. To prepare myself for this endeavor, I am on track to earn a Business Economics degree from U.C.L.A as I transfer there this fall. I plan to use this education to give myself tools to quantitatively analyze the theoretical applications of economics. Furthermore, I want to complete a graduate program in Public Policy or Political Science. With this experience, I will gain valuable opportunities to analyze government programs and learn to successfully translate economic theory into effective public policy. My dream is to one-day implement economic policies that can spark job growth, control inflation, and eventually give more opportunities for hard working Americans to elevate themselves out of poverty.

My long term goal is to one day be part of a team in the State Department, increasing trade that can benefit the United States and nations around the world, including Indonesia. However, I would be doing myself a disservice not to be involved in all levels of government. For example, there is so much to learn from being part of a local government. Outside of implementing policies that could benefit small businesses, it would be exciting to be part of projects to improve local transportation, schools, parks, and housing. With this experience, I want to learn the real-world application of public policy and how to maximize its effectiveness in our society.

I am very privileged to be able to pursue higher education here and embark on a journey in the world of public service. I believe it to be my social obligation to use these opportunities and give back to society. Ultimately, I want to utilize public policy and help alleviate millions of people from the scourge of poverty.



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

Telephone (310) 532-3670 or 1-866-ELCAMINO

www.elcamino.edu

Southern California Association of Governments

April 26, 2015

To Whom It May Concern:

This is in reference to _____ application for a SCAG scholarship for next year. It is a sincere pleasure for me to recommend _____ for this honor. I have only known _____ since the beginning of the 2015 spring semester. We met when _____ became a peer tutor, under our Supplemental Instruction program, for my Political Science 1 _____ classes at El Camino College.

From the very beginning, _____ proved to very capable academically and extremely personable. As the semester progressed, this impression was confirmed—many times over. We have had this tutoring program for a number of years, and there have been many very good tutors. However, I have never had one that has been as successful in attracting such a large number of students, retaining them and helping them succeed in the class. _____ performance has been exemplary. _____ transcripts and resume clearly indicate that _____ has the requisite academic ability and personal qualities. What they cannot do is to reveal _____ enthusiasm, _____ contagious curiosity, _____ leadership skills, and the time and effort _____ spends on these students—in spite of _____ own heavy class load and other activities.

At present, _____ is completing _____ time at El Camino—the Student Government, the Honors Transfer Program, and our Supplemental Instruction will all miss _____. However, I believe that _____ will benefit enormously from the more challenging opportunity offered by UCLA. Given _____ personal qualities—enthusiastic when faced with new challenges, and a very dynamic, cooperative personality—_____ will clearly make a positive contribution to any activity (academic or professional) with which _____ is involved any assistance you might be able to offer _____ is certainly well deserved and will make it possible for _____ to devote more of _____ time to _____ academic pursuits. Obviously, I recommend _____ enthusiastically and without reservation. If I may be of any further assistance to you, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Ellen R. Antoine".

Ellen R. Antoine, Ph. D.

Professor of Political Science



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

Telephone (310) 532-3670 or 1-866-ELCAMINO

www.elcamino.edu

April 28, 2015

To Whom It May Concern:

I am writing on behalf of _____ in support of _____ application for a scholarship. I met this past semester, fall 2014 when _____ was enrolled in my Political Science 1 class, Honors Section.

_____ was an excellent student exhibiting many of the characteristics that makes students successful in a college setting. The course in which _____ enrolled was very demanding, especially since it is an Honors section, and _____ was able to keep up with the assignments and successfully complete all of them, including several exams, term papers, in-class group assignments, etc. _____ letter grade for the course was an "A". _____ was an eager participant in class discussions during our biweekly meetings. This was an opportunity where the students had to apply the theoretical material learned in class and discuss it in the context of current political events. Often times _____ also led group discussions demonstrating leadership skills and taking initiative. _____ seemed highly motivated in trying to understand the material and gaining the knowledge to see how politics affects us all on an individual level as well as being members of the community. I would say without a doubt that _____ is in the top 5% of students I have encountered throughout my teaching career.

While I can only make an evaluation of _____ based on _____ academic performance in the course _____ took from me last semester I have been able to get to know _____ better this past six months, as _____ has come to my office on several occasions to discuss _____ academic goals. I was also _____ mentor for the Honors Transfer Program Research Conference at UC Irvine this Spring in which _____ presented on Campaign Finance-SuperPAC's and Democracy. Not only has _____ conducted research but _____ is also currently working as an SI (Supplemental Instruction) Coach where _____ leads weekly discussion sessions to help students understand the material better. _____ takes pride in _____ work and is enjoying helping the students in that capacity.

_____ always seems to push _____ to excel and meet the rigorous challenges that _____ encounters in _____ academic courses. One can see that _____ is a mature individual who takes responsibility in _____ academic endeavors. It was a pleasure having _____ in my class. Should you have any further questions don't hesitate to contact me.

Cordially,

Eduardo Munoz
Political Science Professor
El Camino College
(310) 660-3593 XT. 3740
emunoz@elcamino.edu

E L C A M I N O C O L L E G E

U N O F F I C I A L T R A N S C R I P T

DOB: xx/xx/xx

April 30 2015

High School: Redondo High School 2013

| COURSE NUMBER | COURSE TITLE | GRADE | UNITS ATTEMPTED | UNITS COMPLETED | GRADE POINTS | GPA | FTNOTE |
|--|--------------------------------|-------|-----------------|-----------------|--------------|-------|--------|
| ----- Fall Semester 2013 ----- | | | | | | | |
| ECON 1 | Principals of Econ - Macroecon | A | 3.00 | 3.00 | 12.00 | | |
| ENGL 1A | Reading and Composition | A | 4.00 | 4.00 | 16.00 | | T |
| MUSIC 111 | Music Appreciation-Survey | A | 3.00 | 3.00 | 12.00 | | |
| MATH 180 | Pre-Calculus | A | 5.00 | 5.00 | 20.00 | | |
| SEMESTER TOTAL | | | 15.00 | 15.00 | 60.00 | 4.000 | |
| CUMULATIVE TOTALS | | | 15.00 | 15.00 | 60.00 | 4.000 | |
| Dean's List | | | | | | | |
| ALPHA GAMMA SIGMA HONOR SOCIETY PERMANENT MEMBER | | | | | | | |
| ----- Spring Term 2014 ----- | | | | | | | |
| HIST 101 | U.S. History to 1877 | A | 3.00 | 3.00 | 12.00 | | |
| ECON 2 | Princ Economics:microecon | A | 3.00 | 3.00 | 12.00 | | |
| MATH 190 | Sgl Var Calc/Anlyt Geometry I | A | 5.00 | 5.00 | 20.00 | | |
| ENGL 1C | Critical Thinking/Comp | A | 3.00 | 3.00 | 12.00 | | T |
| SEMESTER TOTAL | | | 14.00 | 14.00 | 56.00 | 4.000 | |
| CUMULATIVE TOTALS | | | 29.00 | 29.00 | 116.00 | 4.000 | |
| Dean's List | | | | | | | |
| ----- Summer Term 2014 ----- | | | | | | | |
| HIST 102 | U.S. History - 1877-Present | A | 3.00 | 3.00 | 12.00 | | T |
| SPAN 1 | Elementary Spanish I | A | 4.00 | 4.00 | 16.00 | | |
| SEMESTER TOTAL | | | 7.00 | 7.00 | 28.00 | 4.000 | |
| CUMULATIVE TOTALS | | | 36.00 | 36.00 | 144.00 | 4.000 | |

Page 1 of 2

E L C A M I N O C O L L E G E

U N O F F I C I A L T R A N S C R I P T

DOB: xx/xx/xx

April 30 2015

High School: Redondo High School 2013

| COURSE NUMBER | COURSE TITLE | GRADE | UNITS ATTEMPTED | UNITS COMPLETED | GRADE POINTS | FTNOTE |
|---|----------------------------------|-------|-----------------|-----------------|--------------|--------|
| ----- Fall Semester 2014 ----- | | | | | | |
| ANTH 1 | Intro to Physical Anthropology | A | 3.00 | 3.00 | 12.00 | |
| BUS 1A | Financial Accounting | A | 4.00 | 4.00 | 16.00 | |
| PE 10 | Body Conditioning/Physical Ftnss | A | 1.00 | 1.00 | 4.00 | |
| P S 1 | Governments US/Calif | A | 3.00 | 3.00 | 12.00 | T |
| MATH 191 | Sgl Var Calc/Anlyt Geometry II | B | 5.00 | 5.00 | 15.00 | |
| SEMESTER TOTAL | | | 16.00 | 16.00 | 59.00 | 3.688 |
| CUMULATIVE TOTALS | | | 52.00 | 52.00 | 203.00 | 3.904 |
| Dean's List | | | | | | |
| ----- Spring Semester 2015 ----- | | | | | | |
| BUS 1B | Managerial Accounting | IP | 4.00 | | | |
| MATH 150 | Elemntry Statistics W/Probablty | IP | 4.00 | | | |
| OCEAN 10 | Intro to Oceanography | IP | 4.00 | | | T |
| SEMESTER TOTAL | | | 0.00 | 0.00 | 0.00 | 0.000 |
| CUMULATIVE TOTALS | | | 52.00 | 52.00 | 203.00 | 3.904 |
| * DEGREE APPLICABLE SUMMARY | | | 52.00 | 52.00 | 203.00 | 3.904 |
| TRANSFER UNIT SUMMARY | | | 52.00 | 52.00 | 203.00 | 3.904 |
| * Total Units may include CR/NC Courses | | | | | | |
| Page 2 of 2 | | | | | | |

| | |
|--|--|
| Submission Date | 04-28-2015 12:33:22 |
| Full Name | |
| Address | Street Address: City: Calabasas State / Province: California Postal / Zip Code: 91302 |
| County | Los Angeles |
| Phone Number | |
| E-mail | |
| Internship Availability | June 2015 July 2015 August 2015 |
| Current Educational Status | High School Senior |
| Date of Graduation | 06/11/2015 |
| Name of Educational Institution | Calabasas High School |
| Location of Educational Institution | City: Calabasas State / Province: California |
| Grade Point Average (GPA) Type | Weighted |
| Grade Point Average (GPA) | 4.6 |
| Intended College / University | Georgetown University |
| Intended Major | International Political Economy |

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|---|---|--------------------|
| Calabasas High School Tennis Team | JV (2011-2013) Varsity (2014) | 09/2011-06/2015 |
| Future Business Leaders of America (FBLA) | Member (2011 – Present) Public Relations Officer (2013-2014) Vice President (2014-2015) | 09/2011-06/2015 |
| Spanish Literature Club | President | 09/2014-06/2015 |
| Sol Abroad – Spain (Attended: Universidad de Granada) | | 06/2013-08/2013 |
| UCLA World Languages- Russian for Heritage Speakers Class | | 06/2014-07/2014 |
| Operation Impact Club | President | 04/2013-06/2015 |

Description of Responsibilities: FBLA:As Public Relation Officer and Vice President of the Future Business Leaders of America I worked to improve member recruitment, encourage

studying for competitive events, and helped to organize attendance of FBLA conferences. FBLA promotes business competencies in students by encouraging participation in business competitions and networking.

Spanish Literature Club: The Spanish Literature Club promotes immersion in the Spanish language outside of the classroom. Members meet on a monthly basis to discuss works written in Spanish.

Operation Impact Club: Operation Impact exposes students to various charitable causes through focusing intensely on one organization each semester. Members participate in projects and hear from representatives from local charities. As president I worked to facilitate connections with local charitable organizations and organized speaker events and volunteer projects.

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|---|--------------------------|--------------------|
| Students for Equal Rights Foundation (SERF) | Fundraising | 02/2013-06/2015 |
| Habitat for Humanity | Fundraising | 09/2011-06/2013 |
| Hebrew Immigrant Aid Society (HIAS)-MyStory Project | Interviewing and Writing | 09/2011-06/2013 |

Brief Description of Your Participation:

SERF:As treasurer and confounder I helped SERF raise money for the Agni Rashka Burn Clinic in India through student run activities and school wide events.

Habitat for Humanity: Habitat for Humanity raises money for and participates in projects benefiting families in need of housing.

HIAS: The HIAS MyStory Project preserves the stories of Jewish immigrants to the United States through interviews taken in the immigrant's native languages. I interviewed participants in Russian and then rewrote their stories for the archive in English.

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|--|--|---------|
| California Scholarship Federation Member | Lifetime Membership | 06/2015 |
| FBLA | Gold Coast Region Public Speaking I 5th Place | 03/2012 |
| FBLA | Gold Coast Region Introduction to Business 1st Place | 03/2013 |
| FBLA | California Leadership Conference Introduction to Business 9th Place | 04/2013 |
| FBLA | Gold Coast Region Business Communication 1st Place | 03/2014 |
| FBLA | Gold Coast Region Global Business 3rd Place | 03/2014 |
| FBLA | State Leadership Conference Business Communication 5th Place | 04/2014 |
| FBLA | Gold Coast Region Global Business 1st Place | 03/2015 |
| FBLA | Gold Coast Region Business Communication 1st Place | 03/2015 |
| Calabasas High School | AP Environmental Science STEM (Science Technology Engineering and Mathematics) | 06/2013 |

LA-205
Los Angeles

| School | Award | |
|-----------------------|--------------------------|---------|
| Calabasas High School | AP Chemistry STEAM Award | 06/2014 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|--|---------------|--------------------|
| Stowell, Zeilenga, Ruth, Vaughn and Treiger, LLP | Intern | 06/2014-08/2014 |
| Tutoring | Tutor | 03/2013-06/2015 |

Brief Description of Your Work Responsibilities:

Legal Internship: Shadowed and assisted employment and corporate law attorney Adam Treiger.

Tutoring: Developed a tutoring business to provide educational assistance to students from grade seven through grade 12.

Essay

Letters of Recommendation

Transcript(s)

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

Minimum five-hundred (500) word essay describing your interest in urban planning, public policy, and/or public service and future career goals.

As a child I would often become so engrossed in my textbooks that I discovered passages skimmed over even by my teachers. Thus, lying on my bed at 13 and flipping through my US history reading, I uncovered a tiny paragraph jammed between the New Freedom and the roaring 1920's detailing the final months of _____ life. I learned that following a major stroke the president did not resign from office; instead, his _____ took over for him, effectively heading the executive branch. _____ would not have the right to vote until after _____ term in office and yet _____ proved that as a _____ we had the necessary intelligence and iron will to govern a nation.

Discovering _____ gave me an insight into my own potential as an educated young _____. Previously quiet and unobtrusive, I confidently entered into both collaboration and competition with my peers. Not only was I interested in shaping public policy myself, but I was also confident that I was capable of achieving big things. My learning and goals refocused on to empowering _____ the world over as well as helping to build a country in which I will continue to be proud to live.

In beginning my journey at Georgetown University in the fall of 2015 I know I will become active in shaping public policy and working in foreign affairs. In the next four years I hope to intern on Capitol Hill, ideally with my local Congressman Ted Lieu. The political exposure I will be able to receive in our nation's capital is unparalleled and will open up a myriad of opportunities. As I hope to major in International Political Economy I will probably decide to work at the World Bank, developing an idea of how our economy interacts with others around the world. As a child of immigrants I want to work on changing immigration policy to better fit the current political climate. Hopefully I will have the opportunity to watch and contribute as our economy expands and more people are able to find employment. My dreams are big, but I do not want my _____ to hinder me from achieving them. I want to be the first _____ chief justice of the Supreme Court or the first _____ President.

Above all, through my political aspirations and achievements, I hope to also become an activist for _____ equality in business and politics, ensuring equal pay and equal opportunity. These are the ideals upon which I believe this country was built. I want to work on programs that will introduce more young _____ to not only English and history, but also to increase their self-confidence and exposure enough to pursue business, engineering, and medicine more than they are now. _____ need to stop viewing these fields as traditionally "_____ work," and to understand that they have the capability to learn and to thrive in whatever they choose to pursue.

Years ago, I sat on a bed reading through a textbook, and finally realized what I wanted to do with my life. My intellectual vitality intertwined with my desire to become some other _____, encouraging both _____ and me to rise above self imposed and societal barriers and to achieve our full potential.



Calabasas High School
22855 West Mulholland Highway
Calabasas, CA 91304-2099
Telephone (818) 222-7177
Fax (818) 223-8477
www.calabasashigh.net

Catherine Jo Foss
Principal

Dan Stepenosky, Ph.D.
Superintendent

April 27, 2015

To Whom It May Concern:


It is my pleasure to recommend _____ for this scholarship. _____ is an outstanding student who excels both inside and outside of the classroom. _____ has worked extremely hard during _____ time in high school, earning a 4.6 GPA. _____ takes on a rigorous course load every semester and has earned straight "A's" while at Calabasas High School (CHS). While _____ grades are remarkable, _____ is also an incredible force outside of the classroom.

_____ is very interested in international studies and business. Because of _____ strong feelings toward these two topics, _____ has been able to explore paths to increase _____ knowledge in these areas. For all four years of high school, _____ has been a member of Future Business Leaders of America (FBLA). _____ was on the club board for two years and competed at the state level two years. _____ thoroughly enjoyed collaborating with others and learning about some of the specifics of the business world that FBLA taught _____. Additionally, to continue _____ love of language, _____ completed a study abroad program at the University of Granada. Here _____ was able to increase _____ fluency in a language that _____ loves. After _____ returned, _____ felt so comfortable and confident in this language _____ started a Spanish Literature Club in order to maintain _____ skills. Currently, _____ is fluent in both Spanish and Russian.

While _____ is a certainly a well-rounded young _____, _____ has had to deal with a huge loss during _____ sophomore year. During tenth grade, _____ father committed suicide basically right in front of _____. This caused _____ a great deal of anxiety and sadness which manifested itself later in the school year. _____ became a bit obsessed with getting good grades and being perfect. Maintaining control over this part of _____ life made _____ feel less helpless and made _____ feel like _____ could actually control some aspect of _____ life. This time in _____ life was extremely difficult but it taught _____ that being vulnerable did not mean _____ was weak. It helped _____ come to terms with _____ perfectionism and it taught _____ to truly enjoy life to its fullest.

_____ has been an exceptional student and friend throughout _____ time at CHS. _____ is a young _____ that has plenty to offer.

Please let me know if you have any further questions.

Thank you,

Lauren Freedman, M.A., PPS
Head Counselor, Calabasas High School
lfreedman@lvusd.org



STOWELL, ZEILENGA, RUTH,
VAUGHN & TREIGER LLP

ATTORNEYS AT LAW

4690 E. THOUSAND OAKS BLVD. • SUITE 100
WESTLAKE VILLAGE, CA 91362

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DAVID T. STOWELL
RICHARD S. ZEILENGA
JAMES D. VAUGHN
ADAM K. TREIGER
SHANE M. MAGUIRE

DAVID C. RUTH
RETIRED
ERIC H. HALVORSON
OF COUNSEL

April 29, 2015

Southern California
Association of Governments
Attn: 2015 SCAG Scholarship Program
818 West 7th Street, 12th Floor
Los Angeles, CA 90017

Re: *Recommendation for*

Dear Sir or Madam:

I am writing to recommend _____ for the scholarship granted by your organization. _____ was recently admitted as an undergraduate student by Georgetown University, where _____ intends to participate fully in the robust programs, debates and opportunities Georgetown has to offer. I know _____ to be keenly interested in issues of government, politics, public policy and public service, and that _____ is, always has been, and will continue to be involved, passionate, driven and hardworking in these areas.

I have known _____ since _____ was 8 years old, and I have watched _____ grow to be the extraordinary young _____ is today. I came to know _____ through my friendship with _____ parents. Our families have traveled together on many vacations, we have eaten countless meals, taken long drives, gone to the theater, museums, art shows and other cultural events, have laughed and cried, and generally have spent many wonderful hours and years together. When I spend time with _____ family, _____ and I always have the most intellectually stimulating and challenging conversations about government, politics, history and public policy. _____ is a rare person in that _____ is both *interesting* – _____ does and has done a great many special things in _____ life (e.g., charity, policy, sports, leadership and business), which I'm sure you have been alerted to elsewhere in her application for your scholarship – and *interested* – there is no topic of conversation that does not bring a fire of excitement to _____ eyes, and _____ complete attention and keen intellect to bear. I am convinced that these qualities are why _____ has achieved such exceptional success in school, in _____ extracurricular activities and among _____ peers.

I am a business lawyer by trade, a founding partner of a law firm here in Southern California. I have been an attorney for more than 20 years, having graduated from Georgetown University Law Center in 1994. But my intellectual interest, in my spare time, is history, politics, public policy and government. I find that I have better conversations and good-natured arguments with _____ about these subjects than I do with any of my adult friends or colleagues. _____ is a voracious reader and scholar, and _____ knows more about these favorite topics of mine than most college educated adults do. And, even if it is not particularly unusual among top high school students to have been exposed to many high-level ideas in their Honors and Advanced Placement classes (as _____ has), _____ intellect and passion for knowledge goes far beyond what one would expect from even _____ more outstanding peers. _____ has the ability to delve deeply into the theory behind the facts, to see the big picture but still enjoy analyzing the details, to

connect seemingly disparate occurrences into a cogent whole, and to argue any side of a controversy with equal relish and aplomb just for the fun of it.


told me last year that is considering a career in law one day (among other paths is also considering, such as diplomacy, public policy, politics and international business). When I heard this, I asked if might like to intern with me during the summer, so I could show what it is like to be the kind of attorney that I have been for the last 20 years. I should not have been surprised when jumped at the chance. I then prepared a curriculum through which I intended to show all the aspects of my practice, including corporate and employment law, civil litigation, business, lending and real estate transactions, legal ethics and even client development. Even though I knew to be an exceptional teenager, still I was worried that my curriculum would not interest , and that would come to my office only because felt she had to. But, those fears were wholly misplaced. worked with me for many weeks this past summer, and every morning was bright-eyed, enthusiastic, excited and just plain happy to be there, learning – no, devouring – anything I was willing to teach .

My curriculum would have been challenging for a law student. I had draft many different kinds of complex agreements, write discovery questions, brainstorm themes and theories for actual cases I'm defending for my clients, master some of the arcane rules of evidence, prepare direct and cross examinations of witnesses, craft and present opening and closing arguments, delve into the sometimes counterintuitive theory behind legal ethics, and even join me at professional networking functions. did not just enjoy the material and experiences; mastered them. did not simply work at the high level I anticipated from ; far surpassed my expectations. In fact, did so well that if I did not know better, I would swear was a first year lawyer at my firm who already passed the Bar exam, and not a sixteen year-old high school student. I am proud to say that I am using some of work product today, for real clients in real cases. And, gave me something very valuable too. Teaching this summer, and seeing the bright light behind eyes each day, reminded me that what I do for a living is important and exciting, and has revitalized my enthusiasm for my profession in a way I certainly did not expect after more than 20 years of practice. I don't suppose that any ordinary student could have done that.

I am grateful to for her friendship, positive attitude and intellectual curiosity, and for sweet and giving heart. My nickname for is "Bofa," which stands for "Breath of Fresh Air." Down whatever path walks, and with whomever walks it, both the path and her companions will no doubt be lifted up by the clear, fresh air that is keen mind, kind heart and curious spirit. I know I have been.

I highly recommend for the Southern California Association of Governments scholarship without reservation.

Very sincerely yours,



Adam K. Treiger, Esq.
Attorney at Law

| Student Name | Stu# | Grade | Sex | Birthdate | Student ID | Counselor | Transcript of Student Progress | | | | |
|--|----------------|-----------------|---|---|---------------|----------------------|---|---|---------------|-----------------|-------------|
| Parent/guardian name, address, telephone | | | | | | | June 1, 2015 Calabasas High School 22855 West Mulholland Highway Calabasas, CA 91302 (818) 222-7177 | | | | |
| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp |
| Grade 8 Fall 2010-2011 | | | | Credit Att: 5.00 Cmp: 5.00 AGPA: 0.00 | | | | * PSHF Tennis Fall A 5.00 5.00 | | | |
| AC Stelle | | | | Grade 10 Fall 2012-2013 | | | | * PSHS Tennis Spring A 5.00 5.00 | | | |
| M832 | Algebra Honors | A | 0.00 0.00 | Calabasas HS | | | | + p QCPH Chemistry AP A+ 5.00 5.00 | | | |
| Credit Att: 0.00 Cmp: 0.00 AGPA: 0.00 | | | | p | EBPJ | English II HP | A 5.00 5.00 | p | QCPL | Chem AP Lab | A 5.00 5.00 |
| Grade 8 Spring 2010-2011 | | | | p | GSP3 | Spanish III P | A 5.00 5.00 | + p | SUPH | U.S. History AP | A 5.00 5.00 |
| AC Stelle | | | | p | MEPJ | Algebra II HP | A 5.00 5.00 | Credit Att: 40.00 Cmp: 40.00 AGPA: 4.83 | | | |
| M832 | Algebra Honors | A | 0.00 0.00 | * PSHF | Tennis Fall | A+ 5.00 5.00 | Grade 12 Fall 2014-2015 | | | | |
| Credit Att: 0.00 Cmp: 0.00 AGPA: 0.00 | | | | + p | QEP1 | Env. Sci. AP | A 5.00 5.00 | Calabasas HS | | | |
| Grade 9 Fall 2011-2012 | | | | + p | SHPK | Europ Hist. AP | A+ 5.00 5.00 | + p | BYPP | Art History AP | A 5.00 5.00 |
| Calabasas HS | | | | Credit Att: 30.00 Cmp: 30.00 AGPA: 4.40 | | | | + p | EDPH | English IV AP | A 5.00 5.00 |
| p | EAPJ | English I Honor | A 5.00 5.00 | Grade 10 Spring 2012-2013 | | | | + p | MHBH | Calculus B/C AP | A 5.00 5.00 |
| p | GSP2 | Spanish II P | A 5.00 5.00 | Calabasas HS | | | | * PSHF | Tennis Fall | A 5.00 5.00 | |
| p | MDPJ | Geometry HP | A 5.00 5.00 | p | EBPJ | English II HP | A 5.00 5.00 | + p | QPPH | Physics AP | A 5.00 5.00 |
| * PSHF | Tennis Fall | A+ 5.00 5.00 | p | GSP3 | Spanish III P | A 5.00 5.00 | + p | SGPH | Amer Govt AP | A 5.00 5.00 | |
| p | QBPJ | Biology H P | A+ 5.00 5.00 | p | MEPJ | Algebra II HP | A 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 AGPA: 5.00 | | | |
| RHAS | Health | A 5.00 5.00 | * PSHS | Tennis Spring | A+ 5.00 5.00 | --WORK IN PROGRESS-- | | | | | |
| Credit Att: 30.00 Cmp: 30.00 AGPA: 4.00 | | | | + p | QEP1 | Env. Sci. AP | A 5.00 5.00 | Calabasas HS | | | |
| Grade 9 Spring 2011-2012 | | | | + p | SHPK | Europ Hist. AP | A 5.00 5.00 | + p | BYPP | Art History AP | 5.00 0.00 |
| Calabasas HS | | | | Credit Att: 30.00 Cmp: 30.00 AGPA: 4.40 | | | | + p | EDPH | English IV AP | 5.00 0.00 |
| p | EAPJ | English I Honor | A 5.00 5.00 | Grade 11 Fall 2013-2014 | | | | + p | MHBH | Calculus B/C AP | 5.00 0.00 |
| p | GSP2 | Spanish II P | A 5.00 5.00 | Calabasas HS | | | | * PSHS | Tennis Spring | 5.00 0.00 | |
| p | MDPJ | Geometry HP | A 5.00 5.00 | + p | ECPH | English III HP | A 5.00 5.00 | + p | QPPH | Physics AP | 5.00 0.00 |
| * PSHS | Tennis Spring | A+ 5.00 5.00 | + p | GSPH | Spanish V AP | A 5.00 5.00 | p | SEPS | Economics P | 5.00 0.00 | |
| p | QBPJ | Biology H P | A+ 5.00 5.00 | + p | MGPH | Math Analy HP | A 5.00 5.00 | * ZS6V | Home Study 6S | 0.00 0.00 | |
| p | SXRS | WldGeog/Culture | A+ 5.00 5.00 | * PSHF | Tennis Fall | A 5.00 5.00 | Total Credit: 30.00 | | | | |
| Credit Att: 30.00 Cmp: 30.00 AGPA: 4.00 | | | | + p | QCPH | Chemistry AP | A+ 5.00 5.00 | | | | |
| Grade 10 Summer 2011-2012 | | | | p | QCPL | Chem AP Lab | A 5.00 5.00 | | | | |
| Knowledge Counts Summer School | | | | + p | SUPH | U.S. History AP | A 5.00 5.00 | | | | |
| * PDA1 | Dance I | A 5.00 5.00 | Credit Att: 35.00 Cmp: 35.00 AGPA: 4.83 | | | | | | | | |
| Credit Att: 5.00 Cmp: 5.00 AGPA: 0.00 | | | | Grade 11 Spring 2013-2014 | | | | | | | |
| Grade 10 Summer 2011-2012 | | | | Calabasas HS | | | | | | | |
| Knowledge Counts Summer School | | | | + p | ECPH | English III HP | A 5.00 5.00 | | | | |
| * PDA1 | Dance I | A 5.00 5.00 | + p | GSPH | Spanish V AP | A 5.00 5.00 | | | | | |
| | | | | + p | MGPH | Math Analy HP | A 5.00 5.00 | | | | |

Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated

| Weighted Non-Wgtd | | | | CREDIT SUMMARY | | | |
|---|--------|--------|--|----------------------|--------------|--------|--------|
| Acad GPA (9-12) | 4.5135 | 4.0000 | | Subject Area | Credit Req'd | Compl | Needed |
| Acad GPA (10-12) | 4.7037 | 4.0000 | | English | 40.00 | 35.00 | 5.00 |
| Total GPA (9-12) | 4.4043 | 4.0000 | | Wld Geo/Area Studies | 5.00 | 5.00 | 0.00 |
| Credit Attempted: | 235.00 | | | Health | 5.00 | 5.00 | 0.00 |
| Credit Completed: | 235.00 | | | World History | 10.00 | 10.00 | 0.00 |
| | | | | U. S. History | 10.00 | 10.00 | 0.00 |
| | | | | Government | 5.00 | 5.00 | 0.00 |
| | | | | Economics | 5.00 | 0.00 | 5.00 |
| | | | | Mathematics | 20.00 | 20.00 | 0.00 |
| | | | | Life Science | 10.00 | 10.00 | 0.00 |
| | | | | Physical Science | 10.00 | 10.00 | 0.00 |
| | | | | Physical Education | 20.00 | 20.00 | 0.00 |
| | | | | World Lang./FA/PA | 20.00 | 20.00 | 0.00 |
| | | | | Electives | 70.00 | 85.00 | 0.00 |
| | | | | * TOTALS * | 230.00 | 235.00 | 10.00 |
| CAHSEE ELA: Passed Math: Passed Class of 2015 | | | | | | | |
| State ID# | | | | | | | |

| | |
|--|---|
| Submission Date | 04-27-2015 18:04:44 |
| Full Name | |
| Address | Street Address: City: Pasadena State / Province: California Postal / Zip Code: 91104 |
| County | Los Angeles |
| Phone Number | |
| E-mail | |
| Internship Availability | June 2015 |
| Current Educational Status | High School Senior |
| Date of Graduation | 06/03/2015 |
| Name of Educational Institution | Blair High School |
| Location of Educational Institution | City: Pasadena State / Province: California |
| Grade Point Average (GPA) Type | Unweighted |
| Grade Point Average (GPA) | 3.37 |
| Intended College / University | Cal Poly Pomona |
| Intended Major | Civil Engineering |

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|-------------------------|---------------|--------------------|
| Varsity Basketball | Captain | 10/2013-03/2015 |
| National Honors Society | Member | 10/2014-06/2015 |
| College Access Plan | Member | 03/2014-06/2015 |

Description of Responsibilities:

As captain of the varsity basketball team, I had to collaborate and problem solve with my team to achieve our goals. I supervised practices and inspired my team to work to our full potential. As an avid member of National Honors Society, I participate in many scholarly activities, including after school tutoring and the judging of the upcoming middle school 2015 Science Olympiad. Furthermore, being a part of College Access Plan enables me to gain knowledge of any questions about college, financial aid, scholarships, work opportunities and more!

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|--------------------|--------------|--------------------|
| Pasadena Kids Zone | Junior Staff | 06/2013-09/2014 |

Brief Description of Your Participation:

As a junior staff, at Pasadena Kids Zone, during the summer, I supervised and interacted with numerous children ranging from ages 5 to 12. Along with supervising the children during field trips and other activities (bike rides, arts and crafts, etc.) I was a role model to the children. This experience is extremely valuable to me and the children because we both served each

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|-------------------|---------------|---------|
| Blair High School | Homecoming | 11/2014 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|--------------|----------------|--------------------|
| PUSD | Caferia Worker | 10/2014-03/2015 |

Brief Description of Your Work Responsibilities:

As a student worker, I assisted my bosses with food preparation, food presentation, and sanitization. Also, occasionally, I managed the cash register

Essay

Letters of Recommendation

Transcript(s)

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

As an emerging engineer, I envision a world in where humans, nature, and technology coexist in amity. I imagine all three aspects thriving together in harmony. I plan to contribute to the research and creation of solutions to reverse the negative effects of industrialization on the environment. To attain my goal of becoming an engineer, I have greatly challenged myself during my high school years by being involved in various volunteer organizations while maintaining a rigorous academic course load. Being a part of National Honors Society (NHS) has given me more self-confidence because NHS encourages me to work to my full potential. Additionally, as the captain of my high school basketball team, I have greatly improved my leadership and communication skills. Basketball has further enforced the importance of translatable skills like collaboration, problem solving, and communication with others to collectively to achieve our goals. Finally, being a volunteer for a children's summer camp has completely changed my mindset by teaching me how to be intuitive and teaching me to have adept patience. These extra-curricular activities have given me the skill set and mind set to achieve my future goal of being an engineer.

I have been accepted to Cal Poly Pomona as a civil engineering major with an emphasis on environmental engineering and plan on attending this upcoming Fall term. Getting a college education will allow me to attain my goals of creating innovative and beneficial structures to improve people's way of life. Ever since I was a child I have been interested in math and science. Throughout high school, my interest in science and math grew exponentially. By taking AP and IB related courses I have gained a creative and critical thinking mindset, specifically, in my AP Human Geography course and AP Calculus course. My teachers in these courses emphasize the importance of being mathematically and geopolitically literate. For example, in my AP Human Geography class we studied the global causes and effects of the industrial revolution and how new inventions expanded the worlds' trading network.

These new inventions (steam engine, water looms, improved spinning wheels etc.) were created by the advancement in knowledge of effectively using natural resources. The most powerful of inventions was the railroad, which revolutionized transportation. And to this day still, has a major effect in the everyday lives of people, but all of this couldn't not have been done, without urban planning and engineering. Without the work of urban planners and the strategic positioning of new inventions, the industrial revolution may have not made such of a big impact as it did. Engineering and urban planning greatly impacts every aspect of life, whether it is manufacturing, business management, recreational activities, and social networks. This is why I want to pursue a career in engineering. I want to observe and study spatial distribution of why and where people reside. I aspire to create new technologies that aid the environment and aid people. Having humanitarian beliefs, I can assure The SCAG Scholarship Program and internship will be extremely valuable to me. I will gain tools to further my educational goals, as well as, instruments of guidance and comprehension to understand the aspects of urban planning and engineering.

To whom it may concern,

_____ is currently a student of mine in my Advanced Placement Human Geography class. _____ always strives to be at _____ best performance in the class, and _____ goes above and beyond to guarantee that _____ is learning the material and achieving _____ best.

_____ is a strong independent learner and exhibits leadership in the class as an example of a student who has a quest for knowledge and for doing _____ best.

It has also come to my attention and it is of my knowledge that _____ was a member of the national Honors Society for one year, participated in the afterschool college readiness program for two years, participated in the Pasadena Kids Zone summer camp for two years, has been in varsity basketball for the past three years and was the 11th grade Homecoming _____

I believe that from the interest in development, industry and urban planning that _____ has shown in my class, _____ will be a great future candidate for your engineering and urban planning program.

Sincerely,

Alfred Madain

Social Studies Teacher

Blair HS and Blair MS

1201 S. Marengo Avenue

Pasadena, CA 91106

(626) 396-5820 ext 81202

madain.alfred@pusd.us

Blair School



An International Baccalaureate World School

1201 South Marengo Avenue, Pasadena, CA 91106
626 396-5820 FAX: 626 441-6148

April 26, 2015

To Whom It May Concern:

It is my pleasure to write a letter of recommendation for _____ . I have known _____ since _____ freshman year when _____ was enrolled in my Geometry class. Currently, _____ is a senior in my AP Calculus class. _____ is a highly motivated and driven student. What impresses me most about _____ are _____ resiliency toward problem solving and _____ natural curiosity for learning. I often challenge my math students by giving them a novel word problem. It frequently involves multiple steps and the integration of various topics taught in the class. _____ always demonstrates persistence throughout the entire problem solving process. If _____ has difficulties, _____ comes after school to ask clarifying questions and continues to work on the problem until it is solved to _____ satisfaction. _____ has never hesitated to seek help or go above and beyond to complete a task, attributes that I would like to instill in all of my students.

During _____ high school career, _____ has challenged _____ by taking Advanced Placement and International Baccalaureate courses, and, with hard work and determination, has maintained a competitive grade point average in these courses. Besides academic work, _____ is also very involved in school activities and charitable events in _____ community. _____ volunteered in a summer camp as an activities supervisor where helped organize, plan and monitor sport events and mentor younger students. Due to _____ excellent leadership and interpersonal skills, _____ was selected as the captain of the school varsity basketball team. Despite all the adversity and disappointing record, _____ as the captain, continued to cheer on _____ teammates and motivated them to try harder.

_____ mature, responsible, and highly motivated attitude, along with _____ strong work ethic lead me to believe that _____ will have a successful college career and is deserving of your careful consideration for the scholarship.

Sincerely,

Kieu Voong
Mathematics Teacher
Pasadena Unified School District

The International Baccalaureate Programme is a holistic, integrated approach to thinking, teaching, and learning that emphasizes international mindedness and responsible citizenship.

| Student Name | Stu# | Grade | Sex | Birthdate | Perm ID Number | Counselor | Pasadena Unified School District | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------------|---------------|------------------|--|---------------------------|---|--|-----------------|---------------|------------------|-----------|---|---|-------------------|--------------|-------------------|--------------|--|------|----------------------|------------|-------|-------|--------------------------|-------|-------|-----------------------------|---------|-------|-------|------|----------------|-------|-------|---|---------------|-------|-------|---|--------------|-------|-------|---|------------|-------|-------|---|----------|-------|-------|---|------------|--------|--------|------|
| Parent/guardian name, address, telephone | | | | | | | April 1, 2015 Blair High School 1201 S Marengo Ave Pasadena, CA 91106 (626) 396-5820 Fax (626) 441-6148 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 9 Fall 2011-2012 | | | | p | 4402D | Chemistry P | B | 5.00 | 5.00 | * | 710709 | Advisory 12 A | P | 1.00 | 1.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blair High School | | | | * | 5112D | Phys Ed 9 12 | A- | 5.00 | 5.00 | * | 7107W1 | Student Aide A | A+ | 5.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 1091N1 | English 1P | B+ | 5.00 | 5.00 | p | 6412D | Spanish 2P | A | 5.00 | 5.00 | Credit Att: 31.00 Cmp: 31.00 TGPA: 3.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 3291D | Geometry 1P 9 | C | 5.00 | 5.00 | * | 8102D | Advisory 10 | P | 1.00 | 1.00 | --WORK IN PROGRESS-- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 4001D | Biology P | C+ | 5.00 | 5.00 | Credit Att: 31.00 Cmp: 31.00 TGPA: 3.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * | 5091D | Phys Ed 9 | A- | 5.00 | 5.00 | Blair High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 6401D | Spanish 1P | B | 5.00 | 5.00 | Grade 11 Fall 2013-2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9331C8 | Culinary Arts | A- | 5.00 | 5.00 | Blair High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 3.00 | | | | p | 1111D | English 3P | A | 5.00 | 5.00 | a | p | 110710 | Economics P B | 5.00 | 0.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 9 Spring 2011-2012 | | | | p | 2115H | IB Hist Amer | B | 5.00 | 5.00 | a | p | 112416 | AP Human Geog | 5.00 | 0.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blair High School | | | | p | 3401D | Advanced Math | C | 5.00 | 5.00 | p | 113714 | IB Hist Amer B | 5.00 | 0.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 1092N1 | English 1P | A+ | 5.00 | 5.00 | + | p | 4505H | IB Physics SL | A- | 5.00 | 5.00 | a | p | 210744 | English 4P B | 5.00 | 0.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 3292D | Geometry 1P 9 | A | 5.00 | 5.00 | p | 6421D | Spanish 3P | A | 5.00 | 5.00 | a | p | 312908 | AP Calc AB B | 5.00 | 0.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 4002D | Biology P | B+ | 5.00 | 5.00 | p | 7401D | Drama P | A | 5.00 | 5.00 | * | 710710 | Advisory 12 B | 1.00 | 0.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * | 5092D | Phys Ed 9 | A | 5.00 | 5.00 | * | 8005D | Advisory | P | 1.00 | 1.00 | 7107W2 | Student Aide B | 5.00 | 0.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 6402D | Spanish 1P | B | 5.00 | 5.00 | Credit Att: 31.00 Cmp: 31.00 TGPA: 3.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9332C8 | Culinary Arts | A | 5.00 | 5.00 | Grade 11 Spring 2013-2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 3.67 | | | | Blair High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 10 Fall 2012-2013 | | | | p | 1112D | English 3P | A+ | 5.00 | 5.00 | p | 112415 | AP Human Geog | A^ | 5.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blair High School | | | | p | 2116H | IB Hist Amer | B- | 5.00 | 5.00 | p | 113713 | IB Hist Amer A | B+ | 5.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 1101D | English 2P | C | 5.00 | 5.00 | + | p | 3402D | Advanced Math | B- | 5.00 | 5.00 | p | 210743 | English 4P A | A | 5.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | p | 2103H | AP World History | B | 5.00 | 5.00 | * | p | 4506H | IB Physics SL | B+ | 5.00 | 5.00 | a | p | 312907 | AP Calc AB A | C | 5.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 3301D | Algebra 2P | B- | 5.00 | 5.00 | * | p | 5538D | Basketbal | A | 5.00 | 5.00 | Credit Att: 36.00 Cmp: 36.00 TGPA: 3.57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 4401D | Chemistry P | C | 5.00 | 5.00 | p | 6422D | Spanish 3P | A | 5.00 | 5.00 | Grade 12 Fall 2014-2015 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * | 5111D | Phys Ed 9 12 | A- | 5.00 | 5.00 | p | 7402D | Drama P | A | 5.00 | 5.00 | Blair High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 6411D | Spanish 2P | B- | 5.00 | 5.00 | * | 8006D | Advisory | P | 1.00 | 1.00 | p | 110701 | Amer Govt P A | A- | 5.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * | 8101D | Advisory 10 | P | 1.00 | 1.00 | Credit Att: 31.00 Cmp: 31.00 TGPA: 2.83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 10 Spring 2012-2013 | | | | a | p | 112415 | AP Human Geog | A^ | 5.00 | 5.00 | p | 113713 | IB Hist Amer A | B+ | 5.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blair High School | | | | p | 1102D | English 2P | A+ | 5.00 | 5.00 | p | 210743 | English 4P A | A | 5.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 1102D | English 2P | A+ | 5.00 | 5.00 | a | p | 312907 | AP Calc AB A | C | 5.00 | 5.00 | * TOTALS * | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | p | 2104H | AP World History | C+ | 5.00 | 5.00 | Algebra 1 Requirement Met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | 3302D | Algebra 2P | A | 5.00 | 5.00 | <table border="1"> <thead> <tr> <th>Subject Area</th> <th>Credit Req'd</th> <th>Compl</th> <th>Needed</th> </tr> </thead> <tbody> <tr><td>Science</td><td>20.00</td><td>20.00</td><td>-</td></tr> <tr><td>Visual/ Perform Arts</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Mathematics</td><td>30.00</td><td>30.00</td><td>-</td></tr> <tr><td>English</td><td>40.00</td><td>35.00</td><td>5.00</td></tr> <tr><td>Social Science</td><td>30.00</td><td>30.00</td><td>-</td></tr> <tr><td>Physical Educ</td><td>20.00</td><td>20.00</td><td>-</td></tr> <tr><td>Life Science</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>World Lang</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Elective</td><td>50.00</td><td>55.00</td><td>-</td></tr> <tr><td>* TOTALS *</td><td>220.00</td><td>220.00</td><td>5.00</td></tr> </tbody> </table> | | | | | | Subject Area | Credit Req'd | Compl | Needed | Science | 20.00 | 20.00 | - | Visual/ Perform Arts | 10.00 | 10.00 | - | Mathematics | 30.00 | 30.00 | - | English | 40.00 | 35.00 | 5.00 | Social Science | 30.00 | 30.00 | - | Physical Educ | 20.00 | 20.00 | - | Life Science | 10.00 | 10.00 | - | World Lang | 10.00 | 10.00 | - | Elective | 50.00 | 55.00 | - | * TOTALS * | 220.00 | 220.00 | 5.00 |
| Subject Area | Credit Req'd | Compl | Needed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | 20.00 | 20.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Visual/ Perform Arts | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | 30.00 | 30.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English | 40.00 | 35.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Science | 30.00 | 30.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Educ | 20.00 | 20.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Life Science | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| World Lang | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elective | 50.00 | 55.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * TOTALS * | 220.00 | 220.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Tags: * = Non Academic + Honors (non-weighted) a Advanced Placement (non-weighted) p = College Prep r = Repeated | | | | <table border="1"> <thead> <tr> <th>Weighted</th> <th>Non-Wgtd</th> </tr> </thead> <tbody> <tr><td>Acad GPA (9-12)</td><td>3.30 3.27</td></tr> <tr><td>Acad GPA (10-12)</td><td>3.33 3.30</td></tr> <tr><td>Total GPA (9-12)</td><td>3.40 3.37</td></tr> <tr><td>Credit Attempted:</td><td>220.00</td></tr> <tr><td>Credit Completed:</td><td>220.00</td></tr> </tbody> </table> | | Weighted | Non-Wgtd | Acad GPA (9-12) | 3.30 3.27 | Acad GPA (10-12) | 3.33 3.30 | Total GPA (9-12) | 3.40 3.37 | Credit Attempted: | 220.00 | Credit Completed: | 220.00 | <table border="1"> <thead> <tr> <th>Date</th> <th>Test Taken</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>03/13</td><td>CAHSEE: CAHSEE Math (SS)</td><td>407</td></tr> <tr><td>03/13</td><td>CAHSEE: CAHSEE English (SS)</td><td>390</td></tr> </tbody> </table> | | Date | Test Taken | Score | 03/13 | CAHSEE: CAHSEE Math (SS) | 407 | 03/13 | CAHSEE: CAHSEE English (SS) | 390 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Weighted | Non-Wgtd | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acad GPA (9-12) | 3.30 3.27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acad GPA (10-12) | 3.33 3.30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total GPA (9-12) | 3.40 3.37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Attempted: | 220.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Completed: | 220.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date | Test Taken | Score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03/13 | CAHSEE: CAHSEE Math (SS) | 407 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03/13 | CAHSEE: CAHSEE English (SS) | 390 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District Enter: 6/25/2002 CAHSEE | | | | <table border="1"> <thead> <tr> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr><td>Passed</td><td>Passed</td></tr> </tbody> </table> | | ELA | Math | Passed | Passed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | Math | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Passed | Passed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Enter: 8/26/2009 | | | | <p style="text-align: center;">Class of 2015</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State ID# | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

This transcript is unofficial unless signed by a school official.

Signature: _____

Date: _____

Submission Date 04-26-2015 20:45:15**Full Name****Address**Street Address:
City: Los Angeles
State / Province: CA
Postal / Zip Code: 90008**County**

Los Angeles

Phone Number**E-mail****Internship Availability**

June 2015

Current Educational Status

High School Junior

Date of Graduation

06/10/2016

Name of Educational Institution

Westchester High School High School (Westchester Enriched Sciences Magnets)

Location of Educational InstitutionCity: Los Angeles
State / Province: CA**Grade Point Average (GPA) Type**

Weighted

Grade Point Average (GPA)

4.05

Intended College / University

High School Junior

Intended Major

Political Science and Biology

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|---|---|--------------------|
| Human Relations Commission for the City of Los Angeles | Youth Ambassador | 05/2014-06/2015 |
| National Student Leadership Conference - Medicine 2014- Berkeley CA | Student Representative- Westchester High School High School | 07/2014-08/2014 |
| Leadership- Westchester High School High School | Class Vice President/ Student Council Member | 08/2013-06/2016 |
| Coop Upward Bound/ Academic Pathways | Participant/Volunteer | 08/2012-06/2016 |
| Team Sports- Westchester High School | Co-Captain JV Soccer, JV Volleyball, JV Tennis, | 08/2012-06/2015 |
| Fire and Ice Community Developmental Center for the Performing Arts | Dancer/Volunteer | 08/2002-06/2016 |
| Double Dragon Tae Kwon Do | Student | 09/2014-06/2016 |

LA-207
Los Angeles

Clubs and
Organizations-
Westchester High
School

Member-Health Occupations Students of
America (HOSA),Key Club,Interact
Club,CSF- California Scholarship
Federation

08/2013-
06/2016

**Description of
Responsibilities:**

Human Relations Commission for the City of Los Angeles-2014/2015
Youth Ambassador.

*Civic engagement program, Selected to participate as the youth representative for District 10 of Los Angeles to promote and advocate youth involvement in government and legislation. While also meeting with politicians and figureheads of government to expand the youth voice on priority issues, such as education, gang violence, and environmental issues.

*Served as a facilitator for the City of Los Angeles Human Relations Commission, Los Angeles Unified School District and Los Angeles Anti-Bullying Coalition Conference of Cyber Bullying Intervention.

*Youth Ambassador Representative volunteer- The Great Toy Drive, Oakwood Park & Recreation Center , Venice, CA

*Los Angeles Youth Ambassador Representative-City Hall to Capitol Hill Delegate to Washington D.C.

National Student Leadership Conference-Medicine 2014-Berkeley CA

*Award recipient selected to participate in youth leadership summer medical program that provided exposure to trauma and surgical doctors and nurses. Opportunity provided hands on clinical experience during patient clinical rounds to learn medical skills of suturing, testing vital signs, surgical knot-tying and identifying cranial nerves for treatment and patient record recording. Reviewed clinical and surgical techniques, I explored other areas of study and career paths with health care. Attended lectures on physical therapy, veterinary medicine, public health and biotechnology. Special project for my youth team was to identify a public health issue affecting a community.

Westchester High School Leadership 2013-Present

*Sophomore Class Vice President 2013/2014

Leadership Committee member 2014/2015

There is a general student body board in addition to class officers assigned to each class year. We address requests, ideas and complaints from students in that class to the student council. Leadership must generate their operating funds through fundraisers such as concession sales, business partnership fund raisers, holiday gift wrapping drives. We are responsible for funding a variety of student activities including annual homecoming and prom events.

Coop Upward Bound/ Academic Pathways 2012 - Present

Continued participant in the year round afterschool, weekend and summer programs providing mentoring, academic assistance and test prep tutoring.

Active involvement with program planning and coordinating traveling arrangements and summer resident lodging for student college tours. Encourage other students to engage and get involved with community volunteer projects. Special Coop volunteer projects support annual events at Loyola Village elementary school and youth talent shows.

Westchester High School High School – Team Sports 2012 - Present Freshman

Year - JV Volleyball Fall 2012 / JV Soccer winter 2012 / spring 2013

Sophomore Year- JV Tennis Fall 2013 / JV Soccer winter 2012 /

spring 2014 Junior Year – JV Co-captain Fall / Winter 2014 / Spring 2015

Race for Success - proceeds benefited the local elementary, middle and high schools in Westchester, Playa Vista and Playa del Rey. This event has been able to raise funds each year to save programs that would otherwise have been cut due to budget reductions

Fire and Ice Community Developmental Center for the Performing Arts 2002 - Present

Local community based non-profit that provides after school outreach programs, introduces children to dance, acting, art, music and modeling, as a means of increasing self-esteem, confidence and discipline. Currently serving as volunteer dance teacher and camp counselor. Studied as a student for the performing arts

for 10 years prior to advancement as a teacher and counselor. Selected and performed as an elite dance with the "Dance Company."

Double Dragon Tae Kwon Do 2013 - Present Student of Martial arts training that focus on exercise, technical drills, safety, and a realistic approach to self-defense situations. Designed to build confidence through achievement and provide an environment conducive to positive relationships, fostering self-discipline, self-confidence and self-respect. Currently possess Brown Belt with Black Belt goal to be achieved in 2015.

Westchester High School -Clubs and Organizations

*Health Occupations Students of America (HOSA) - 2014 - Present

HOSA is a national career and technical student organization endorsed by the U.S. Department of Education and the Health Science Technology Education Division of ACTE. HOSA is composed of secondary and postsecondary/collegiate students.

*Key Club - 2014 - Present

Key Club International is the oldest and largest service program for high school students with the goal to teach leadership through community service and volunteering. Key Club International is a part of the Kiwanis International family of service-leadership programs.

*Interact Club - 2014 - Present

Interact is a club for teenagers 12-18 who want to join together to tackle the issues in the community that they care most about. The goal of Interact is to create and execute hands-on service projects, enhance multi-cultural connections, develop leadership and life skills.

*CSF- California Scholarship Federation -2013 - Present

A state-wide organization established to honor outstanding high school students. Each chapter identifies and participates in various local community service projects.

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|---|---|--------------------|
| Randal Simmons Outreach Foundation Outreach Foundation | Counselor, volunteer, youth role-model and mentor | 08/2008-06/2016 |
| Friends Like ME Inc. | Founder/CEO- Create opportunities to share and expand support networks with families and communities that need social education, assistance and resources to deal with the problems facing young and in American society. | 01/2014-06/2016 |

Brief Description of Your Participation:

The 501(c) nonprofit organization was established in honor of LAPD SWAT Officer Randy Simmons, who was tragically killed in the line of duty. The purpose is to serve, empower, encourage families and "at risk" youth in low income and underserved areas. The mission is to continue the legacy of Randal D. Simmons by spreading love, serving our community and reaching out to help others in need. Participated in numerous activities including The Big Bear snow retreats at Camp Whittle and Camp Oakes; family fun days at the Officer Randal D. Simmons Park in Reseda; LAPD Metro Division's 7th Annual Randy Simmons 5k Challenge Run, Cross fit and Bike Ride, and other collaborative nonprofit fundraisers serving the community at large.

Started my own Non-Profit with charter to focus on youth, counseling and community engagement. Create opportunities to share and expand support networks with families and communities that need social

education, assistance and resources to deal with the problems facing young and in American society. We are dedicated to empowering , and families through engaged, strength-based programs. Our program includes educational workshops for and parents focusing on economic and media literacy, leadership development, and education development. In addition to skills workshops and retreats that include self-awareness, self-defense, financial literacy, health realization, cooking, computer lab, health, and nutrition.

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|--|---|-----------------|
| Westchester High School High School - Honor Roll | Honor Roll 3.5 Higher 9th, 10th and 11th | 08/2012-12/2014 |
| Coop Upward Bound/ Academic Pathways | Honor Roll 3.5 Higher 9th, 10th and 11th | 08/2012-12/2014 |
| Coop Upward Bound/ Academic Pathways | Summer Program Award Winner English and MVP | 08/2014 |
| Ninth Church of Christ 2014-Coop Upward Bound/ Academic Pathways | Citizenship Scholarship Winner | 06/2014 |
| National Student Leadership Conference - Medicine 2014-Berkeley CA | Completion and participation award | 08/2014 |
| Close Up Washington D.C. | Certificate of Achievement | 04/2015 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|---|----------------------------------|--------------------|
| Fire and Ice Community Developmental Center for the Performing Arts | dance teacher and camp counselor | 6/2012-12/2014 |

Brief Description of Your Work Responsibilities:

Teach student 4-15 children to dance, acting, art, music and modeling,

Essay

Letters of Recommendation

Transcript(s)

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

This year during spring break, I received the honor of traveling to Washington D.C. with the Human Relations Commission for the City of Los Angeles and 16 other Youth Ambassadors. I represent the 10th district, we were charged with representing the youth voice of Los Angeles. It was six amazing days with the Close Up's Washington High School Program. There were visits to the famous sites of Washington, meetings with government officials, seeing Congress in session. In addition to nightly activities and discussions, there were debates with about 200 teenagers from around the country. The City of LA Youth Ambassadors had a special meeting with Congresswoman Janice Hahn. However, the life altering moments for me was the special White House tour for our group, viewing President Barack Obama at his desk in the white house and meeting with President Barack Obama's Executive staff in the White House Diplomatic reception room. One of my public policy passions is public health. So my question to the Presidents staff's was about the recent Ebola scare, specifically in Los Angeles County and the Disneyland measles outbreak in Orange County. Kids at my school and in my neighbor, were seriously afraid. We had some concerns regarding the handling and disseminations of information to the public. I posed the question. Is the US prepared to deal with a pandemic outbreak? I was floored when the staff responded that they were disappointed with the handling of both crises but is actively taking measure to improve the future handling of such crises and possible pandemic outbreak scares. That's when the serious realities of the public health crises became real for me. That's when my dream of being in public policy and medicine changed from being a dream to being my personal career mission.

Currently, I am involved with Westchester High School High School student Leadership, team sports, honor society and a host of clubs and organizations. In addition, I am engaged with several nonprofit organizations and served with the Human Relations Commission for the City of Los Angeles and the Youth Ambassador for the 10th district. There are a total of 17 youth ambassadors selected annually for participation. One of the key requirements for selection is the ability to demonstrate a sense of pride for positive community representation through volunteer service. This program has offered an inspiring opportunity to expand my knowledge of government and active community participation. The Commission wanted to have direct youth input and I am excited to be a part of making a positive difference within my community and voting district. As a result, I have developed a deeper appreciation for my community and my local elected officials.

Finally, I started my own Non-Profit, Friends like Me. It was a big challenge to create a nonprofit organization at sixteen. Even though I have a lot of self-motivation, I am still trying to learn how to make the right presentations with the right audiences. However, I have realized that I am still young, growing and learning new things daily. I have learned not to be afraid of making a mistake or for asking for help. I have also learned a lot about how to get along with others and the benefit of teamwork. And I am still learning that when you ask for help, people will respond positively most of the time.

There is a lot of challenges that face my local community. From personal experiences to involvement with community activities, I have observed high unemployment, crime, a fragmented educational system, and lack of health care as some of the key issues. Part of my mission for my nonprofit is to help educate the young females in my community and empower them with knowledge about the importance of education, finding access to health care, and youth / summer jobs. I am committed to trying to make a difference in my community and the world that I live in. It is my hope that with time, the pursuit of education advancement and life exposure, I will continue to evolve and become a good decision maker, effective problem

solver, learn to handle conflict resolution in any forum and with all cultures and be sensitive to others. In College, I am going to double major in Political Science and Biology. My goal is to work in the public health, maybe aim toward the US Surgeon General position, I liked the excitement of Washington D.C.

I think I should be selected because I have a true passion to lead, inspire and help others. My people skills and commitment to being a team player and helping others will make me a natural fit for this program. I will be able to utilize my current experience and build new skills. With my diverse activities, I have become disciplined with time management to maintain high grades while balancing community involvement and sports. I am very confident in my ability to work hard and deliver exceptional results. I am excited about this opportunity to meet new people and continue to learn.



Community Outreach and Opportunity Programs
8929 S. Sepulveda Blvd., Suite 400
Los Angeles, California 90045
Phone: (310) 649-1016, Fax: (310) 649-1034

April 24, 2015

To The Selection Committee,

I am writing this letter of recommendation on behalf of _____ is a participant in the CO-OP Academic Pathways program. The goal of Academic Pathways is to increase the rates at which at-risk students enroll and graduate from institutions of postsecondary education. In addition, Academic Pathways provides guidance, resources, and support during high school for students to successfully enter and graduate from college. Students develop the necessary skills by attending academic advising sessions and college preparation activities including college tours, after-school tutoring, test preparation, and parent workshops.

Students must commit to participate in a variety of activities including Saturday Academy, tutoring, and an intensive summer residential academy. _____ has shown dedication to the program and to _____ pursuits towards entering a 4-year university after high school graduation by participating in all scheduled activities and putting in 100% effort each day.

_____ has maintained a high school GPA of 3.8 or better since the beginning of high school. _____ is currently on the honor roll and participates in school sports such as soccer and volleyball. _____ understands the importance of balancing _____ academics with school involvement and has been successful in both areas.

_____ believes that the best way to give back to _____ community is by becoming a strong student leader and by tackling the issues that plague _____ community head on. For example, _____ is currently an active member in the Key Club, Interact Club, and the California Scholarship Federation. These organizations focus on teaching leadership through community service and creating hands on projects where students can join together and work on issues that pertain to their communities. _____ understands the importance of being a well round student and makes sure _____ enriches _____ high school experiences by being active in many arenas.

_____ is a dedicated learner. _____ does not shy away from getting _____ questions answered. _____ knows what it takes to reach _____ goals and is not afraid to put in the effort necessary to make _____ goals a reality. _____ is a student with great potential. _____ would be an invaluable addition to your program. Please contact me at anytime if more information is needed.

In The Pursuit Of Academic Excellence,

DeShawn Fuller-Gough ~ Director of Programs and Services ~ dfuller@co-opla.org



1/20/2015

To Whom It May Concern,

I have had the great pleasure of knowing and teaching [redacted] for the past three years. [redacted] was a student in both my AP Human Geography and AP World History classes as well as an integral member of student council for the class of 2016 and a member of the Associated Student Body for which I am adviser. [redacted] is a dependable, hardworking, dedicated, and driven young [redacted]. These are just a few of the words that come to mind when I think of [redacted].

When it comes to schoolwork, [redacted] always puts in over one hundred percent into [redacted] assignments. [redacted] was one of fourteen freshmen who chose to challenge [redacted] and take AP Human Geography. [redacted] not only works hard but places great amounts of creativity in [redacted] work. I use them as examples for my current classes. [redacted] wants to present all [redacted] work in the best possible manner and I admire [redacted] hard work. [redacted] grades are in the top five percent of [redacted] class and [redacted] strives for [redacted] success on a consistent basis by working hard and consistently challenging [redacted] with AP classes.

I have enjoyed my time these past two years working with [redacted] in Student Council and Associated Student Body. I know that I can always count on [redacted] to attend all events and provide the assistance needed. [redacted] works to create an enjoyable environment for [redacted] peers and is present at all fundraisers for the Class of 2016. I know that I can always count on [redacted] to help and enjoy every minute of the events. In regards to [redacted] involvement in school the word selfless comes to mind. [redacted] always finds time to assist others. Along with all the time [redacted] spends creating amazing events on campus and raising money for [redacted] class, [redacted] is involved in both Interact and Key club on campus, community service organizations.

[redacted] not only works tirelessly on campus but finds time to volunteer outside of school with multiple organizations, attend leadership conferences during the summer, participate on sports teams, and is working towards [redacted] way to achieving a black belt in Tae Kwon Do. [redacted] is an exceptional young [redacted] and I believe that the Bank of America Young Leaders Program will assist in [redacted] growth as a young leader. The program will be a great opportunity for [redacted] to interact with other dedicated and driven high school students and adults that will inspire [redacted] and assist in [redacted] future growth.

*Engaging in meaningful and collaborative learning
Utilizing scientific inquiry and experimentation
Creating solutions to local and global challenges*



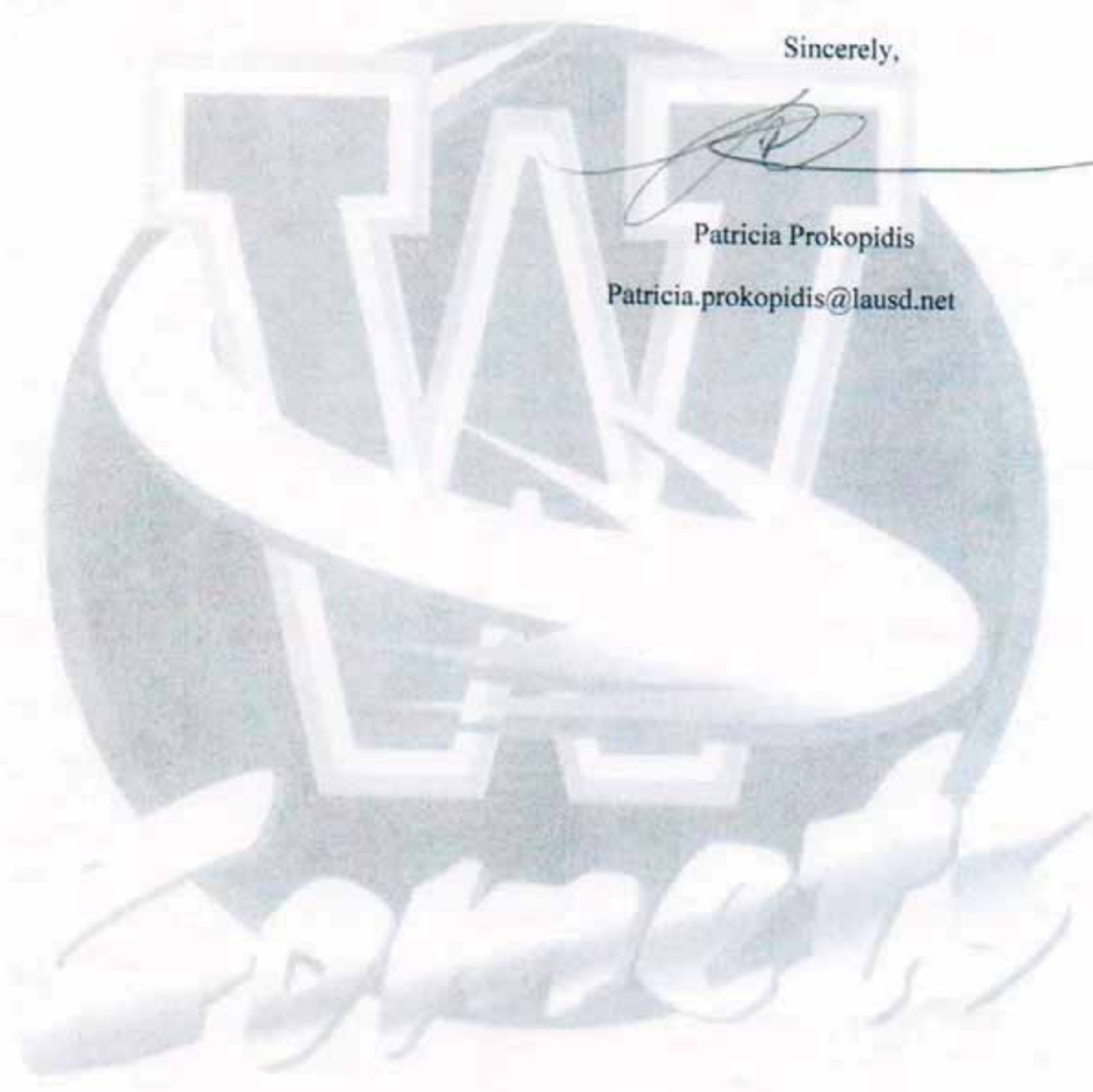
"The future of scientific thought... today."

has a bright and amazing future ahead of and I am looking forward to see achieve all growth and amazing achievements in the next year and a half. I highly recommend for the Bank of America Young Leaders Program. Please let me know if you require any further information and thank you for your time.

Sincerely,

Patricia Prokopidis

Patricia.prokopidis@lausd.net



*Engaging in meaningful and collaborative learning
Utilizing scientific inquiry and experimentation
Creating solutions to local and global challenges*



LOS ANGELES UNIFIED SCHOOL DISTRICT

STUDENT NAME

BIRTH DATE

| | |
|---|--|
| Location Code: 1894301 | Parent/Guardian Name: |
| School Name: WESTCHESTER ENRICHED SCIENCES MAGNETS-HEALTH/SPORTS MEDICINE | |
| 7400 W MANCHESTER AVE | |
| LOS ANGELES, CA 90045 | Home Phone: |
| Tel: (310) 338-2400 | Student ID: Sated ID: |
| CEEB Number: 091830 CDS Code: 1039479 | Graduation Requirements Year: 2016 |
| Principal: DEBRA D BRYANT Counselor: | Graduation Date: |

| Crs ID | Course Title | Term | EndDt | Gr Lvl | Mark | Credit |
|----------|--------------|------|---------|--------|------|--------|
| 310301H | H ALGEBRA 1A | 2012 | 03/2012 | 08 | A | 5.0 |
| Cmp: 5.0 | | | | | | |

| Crs ID | Course Title | Term | EndDt | Gr Lvl | Mark | Credit |
|-----------|----------------|------|---------|--------|------|--------|
| 230109 | ENGLISH 10A | 2013 | 02/2013 | 10 | A | 5.0 |
| 330933 | TRIG/MATH AN A | | | | B | 5.0 |
| 361401H | H CHEMISTRY A | | | | A | 5.0 |
| 370133 | AP WLD HIST A | | | | B | 5.0 |
| 460603 | LEADER SH A | | | | A | 5.0 |
| Cmp: 30.0 | | | | | | |

| GPA Summary | | | |
|--------------------------|-------|-------------|-------------|
| GPA Name | GPA | Campus Rank | School Rank |
| LAUSD Official GPA | 3.975 | 11/253 | 1/124 |
| LAUSD (UNW) GPA | 3.800 | 11/264 | 1/131 |
| Athletic Eligibility GPA | 3.857 | N/A | N/A |
| UC (Capped) GPA | 4.058 | N/A | N/A |
| UC (W) GPA | 4.058 | N/A | N/A |
| UC ELC GPA | 4.043 | N/A | N/A |
| CSU GPA | 4.058 | N/A | N/A |
| NOAA Core GPA | 3.806 | N/A | N/A |
| Financial Aid (Incl) GPA | 3.700 | N/A | N/A |

| Crs ID | Course Title | Term | EndDt | Gr Lvl | Mark | Credit |
|----------|--------------|------|---------|--------|------|--------|
| 310302H | H ALGEBRA 1B | 2012 | 03/2012 | 08 | A | 5.0 |
| Cmp: 5.0 | | | | | | |

| Crs ID | Course Title | Term | EndDt | Gr Lvl | Mark | Credit |
|-----------|---------------|------|-------|--------|------|--------|
| 361402H | H CHEMISTRY B | | | | B | 5.0 |
| 370134 | AP WLD HIST B | | | | B | 5.0 |
| 460604 | LEADER SH B | | | | A | 5.0 |
| Cmp: 30.0 | | | | | | |

| Graduation Requirements | |
|----------------------------------|--------------|
| CSU A-G: | Not Complete |
| CDE: | Not Complete |
| Health: | Not Complete |
| Service Learning | Not Complete |
| Career Pathways | |
| CAHSEE ELA | P 3/4 |
| CAHSEE Math | P 3/4 |
| Credits | 190 0-210 0 |
| ^ Credits for course not counted | |

| Crs ID | Course Title | Term | EndDt | Gr Lvl | Mark | Credit |
|-----------|----------------|------|-------|--------|------|--------|
| 230107H | H ENGLISH 9A | | | | A | 5.0 |
| 252011 | AM SIGN LNG 1A | | | | A | 5.0 |
| 310303 | ALGEBRA 2A | | | | A | 5.0 |
| 330944 | VLLYBL JV | | | | A | 5.0 |
| 360701 | BIOLOGY A | | | | A | 5.0 |
| 370205 | AP HUMAN GEO A | | | | A | 5.0 |
| 420103 | HOMEROOM | | | | A | 0.0 |
| Cmp: 30.0 | | | | | | |

| Crs ID | Course Title | Term | EndDt | Gr Lvl | Mark | Credit |
|-----------|----------------|------|-------|--------|------|--------|
| 230110 | ENGLISH 10B | | | | A | 5.0 |
| 310506 | TRIG/MATH AN B | | | | A | 5.0 |
| 330827 | TENNIS | | | | A | 5.0 |
| 361402H | H CHEMISTRY B | | | | B | 5.0 |
| 370134 | AP WLD HIST B | | | | B | 5.0 |
| 460604 | LEADER SH B | | | | A | 5.0 |
| Cmp: 30.0 | | | | | | |

| Crs ID | Course Title | Term | EndDt | Gr Lvl | Mark | Credit |
|-----------|----------------|------|-------|--------|------|--------|
| 230108H | H ENGLISH 9B | | | | A | 5.0 |
| 252012 | AM SIGN LNG 1B | | | | A | 5.0 |
| 310304 | ALGEBRA 2B | | | | B | 5.0 |
| 330925 | SOCCER V | | | | A | 5.0 |
| 360702 | BIOLOGY B | | | | A | 5.0 |
| 370206 | AP HUMAN GEO B | | | | A | 5.0 |
| Cmp: 30.0 | | | | | | |

| Crs ID | Course Title | Term | EndDt | Gr Lvl | Mark | Credit |
|-----------|-------------------------|------|---------|--------|------|--------|
| 230417 | 230417 - GREAT BOOKS | 2014 | 05/2014 | 10 | A | 5.0 |
| 231131 | 231131 - ACAD LIT SH 9A | | | | A | 5.0 |
| Cmp: 10.0 | | | | | | |

| Crs ID | Course Title | Term | EndDt | Gr Lvl | Mark | Credit |
|-----------|---------------------|------|---------|--------|------|--------|
| 310401 | 310401 - GEOMETRY A | 2013 | 07/2013 | 10 | A | 5.0 |
| 310402 | 310402 - GEOMETRY B | | | | A | 5.0 |
| Cmp: 10.0 | | | | | | |

| Crs ID | Course Title | Term | EndDt | Gr Lvl | Mark | Credit |
|-----------|----------------|------|-------|--------|------|--------|
| 230120 | AP ENG LANG A | | | | A | 5.0 |
| 252013 | AM SIGN LNG 2A | | | | A | 5.0 |
| 310701 | AP CALCULUS A | | | | B | 5.0 |
| 330925 | SOCCER V | | | | A | 5.0 |
| 361501 | PHYSICS A | | | | A | 5.0 |
| 370111 | AP US HIST A | | | | A | 5.0 |
| 460603 | LEADER SH A | | | | B | 5.0 |
| 664557 | SPORTS MED BOP | | | | A | 5.0 |
| Cmp: 40.0 | | | | | | |

| Crs ID | Course Title | Term | EndDt | Gr Lvl | Mark | Credit |
|--------|-----------------|------|-------|--------|------|--------|
| 230128 | AP ENG LANG B | | | | | |
| 252014 | AM SIGN LNG 2B | | | | | |
| 310702 | AP CALCULUS B | | | | | |
| 330925 | SOCCER V | | | | | |
| 361502 | PHYSICS B | | | | | |
| 370112 | AP US HIST B | | | | | |
| 460604 | LEADER SH B | | | | | |
| 664555 | SPORTS THERAPEU | | | | | |

OFFICIAL TRANSCRIPT

SCAG 2015 SCHOLARSHIP PROGRAM APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO: LA-215

COUNTY: Los Angeles

A E L1 L2 T

PERSONAL INFORMATION:

Full Name: _____

Address: _____

City: Compton

State: CA

Zip Code: 90221

Phone: _____

Email: _____

Availability for two-week internship in Summer 2015* (check all that apply):

June 2015

July 2015

August 2015

September 2015

**Students must be available for a two-week (80 hours) internship, in addition to attending a Regional Council meeting at the SCAG office in Los Angeles.*

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.*

Applicant's Signature

4/21/15
Date

**Students will be asked to submit proof of eligibility to work in the United States if selected as a semi-finalist.*



SCAG 2015 SCHOLARSHIP PROGRAM APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **LA-215**

COUNTY: **Los Angeles**

EDUCATIONAL INFORMATION:

Current educational status (check one):

High School Junior High School Senior Community College

If community college student, list semesters completed*:

High School: Cal. Acad. of Math and Sci.

City/State: Carson / California

Date of Graduation: 6/10/15 Grade Point Average: 3.82

If graduating senior, name of intended college/university* Univ. of Dayton

Intended major: Civil Engineering

**Graduating students must provide proof of enrollment in higher education in order to receive the scholarship award.*

Community College (if applicable):

City/State:

Grade Point Average:

Intended major:

ACTIVITIES AND INTERESTS:

A.) List and briefly describe your extracurricular activities (e.g. memberships in organizations, sports, etc.):

| Organization Involved | Position Held | Date of Involvement |
|----------------------------|---------------|---------------------|
| <u>See attached Resume</u> | | |
| | | |
| | | |
| | | |

Brief description of your responsibilities (attach additional page(s) if necessary):

ACTIVITIES AND INTERESTS (CONTINUED):

B.) List and briefly describe volunteer activities in which you have been involved:

| Organization | Activity | Date of Involvement |
|----------------------|----------|---------------------|
| See attached resume. | | |
| | | |
| | | |
| | | |

Brief description of how you participated [attach additional page(s) if necessary]:

C.) List honors or academic awards you have received [e.g. scholarly activities, research, etc.]:

| Award/Honor | Institution/Organization | Date |
|----------------------|--------------------------|------|
| See attached resume. | | |
| | | |
| | | |
| | | |

D.) List and briefly describe any work experience:

| Position | Employer | Dates of Employment |
|----------|----------|---------------------|
| N/A | | |
| | | |
| | | |
| | | |

Brief description of your work responsibilities [attach additional page(s) if necessary]:

Leadership

- **Leader** of CAMS's Vex Robotics Team – Led team in building a robot to compete in local competitions.
- **President** of CAMS's Math Club – 2 yrs. Rejuvenated the Math Club after 4 year absence.
- Mathematics Engineering Science Achievement – **President** 1 yr. **Current President** of largest stem-based club at my high school.
- NSBE Pre-Engineering Math (T-MAL) **Team Captain** – 4 yrs. Led my team to three Regional Championships as NSBE team captain.
- NSBE **Vice-President** CAMS Chapter – 1 yr.
- Solar Cup Systems **Leader (President)** – 1 yr. Wrote and coordinated the accompanying paper that won first place. Directed the building of a floatable boat powered by solar cells.
- Principal Advisory **Board Leader**. Assisted the new principal to become accustomed to CAMS life.

Math Achievements

- Scored over 95% percentile in Math for State Standardized Testing in Elementary, Middle, and High School
- Highest Individual Scorer on National Society of Black Engineers (NSBE) Math-Athlete Contest (Sophomore)
- **Leader** of Math Team that won NSBE Tmal Regional Contest in 2011, 2012 and 2014
- Silver Medal Winner in Gauss On-Line Math Contest
- **Perfect 36** on math section on ACT, 750 on SAT Math Level II
- 1st place in Preliminary MESA Math Quest Competition (Freshmen and Sophomore)
- NSBE Amazing Race Champion (Sophomore)
- National Achievement Outstanding Participant (Senior)
- 3rd place in school-wide Academic Decathlon mathematics test (Freshmen)
- Valedictorian for Watts Learning Center (Elementary) and Magnolia Science Academy (Middle School)

Community Service

- Active Volunteer at People for Community Improvement (PCI). Distribute canned goods for the needy and helped set up various events at the headquarters.
- SEIU 721 Service Projects (Toy Drive and Job Fair)
- Distributed meals to the elderly at my local community center
- Tutor high-school students in SAT math
- NSBE's "Walk for Education"

High School STEM Activities

- UCLA Weekly Math Circle – 4 Year Participant
- Cal State Fullerton Math Circle – 4 Year Participant
- Math Engineering and Science Achievement (MESA) Program Participant
- National Society of Black Engineers PCI TMAL Math Program
- National Society of Black Engineers Kidwind Competition
- California Math League
- Project Lead The Way (PLTW) – 3 Year participant / Demonstrated my knowledge at a national convention.

Math Participation Activities

- Team Member for NASA Club and NASA Explorers for Answers Program
- Accord Institute Advance Math Science Program & Camps
- Cerritos College Summer Math for Teens, Geometry & Precalculus Course

- El Camino College Summer Math for Teens, Trigonometry Course

Related STEM Summer Camps Activities

- Culture Exchange Program with Turkey. Studied SAT Prep Material and Math Topics in Istanbul. (Freshmen)
- University of Denver Summer Pre-Engineering Camp (Freshmen)
- Michigan Tech Summer Scholars Program (Sophomore)
- South Dakota Biological and Chemical Engineering Camp (Sophomore)
- Texas A&M Smart Camp (Summer Math and Research Training) (Junior)
- Dartmouth Bound participant (A fly-in program) (Senior)
- UC San Diego Science Triton Program (Senior)
- University of Dayton Minority Engineering and Technology Enrichment Camp Participant (METEC) (Senior)
- Eisenman Materials Camp Participant (Senior)

College Classes Taken

- ART 100 – Looking At Art
- EAR 100 – Physical Geology
- JPN 110 – Beginning Japanese I
- KIN 495 – Special Topics: (CAMS Athletics)
- KIN 495 – Special Topics: (CAMS Athletics)
- KIN 495 – Special Topics: (CAMS Athletics)
- MAT 131 – Elementary Statistics and Probability
- PHY 130 – General Physics I
- PHI 120 – Critical Reasoning (in progress)
- HEA 100 – Health and Lifestyles (in progress)
- PHY 132 – General Physics II (in progress)
- Robotics
- Computer Integrated Manufacturing
- Digital Electronics

Varsity and Community Sports

- 4-Year Varsity Basketball Player
- 3-Year Varsity Cross Country
- 3-Year Varsity Track
- 4-Year San Pedro Boys and Girls Club Basketball
- 2-Year AYSO Soccer
- 2-Year Swim Team at Compton's Luders Park

Science Projects

- Researched design, and created a Battery with an 8 x 11 inch piece of paper, using ionic chemistry.
- Designed a home distilling machine using solar energy .
- Designed and built simple machines to perform a task for Project Lead the Way's culmination 9th grade project.

SCAG Scholarship Essay

I have had an interest in planning a community since my entry in the Future City Competition in middle school where I led the development of a City with power from solar roads and local food production from vertical agriculture. During this project, I had to plan a new government, energy, and a financial budget for the city. I enjoyed this process and I will look to be a leader of my community by participating in my hometown city of Compton politics.

The current drought in southern California has provided an opportunity to answer the question: can the current method used in conveying, treating and distributing water be improved using a methodical and systematic approach? Doing the planning stages of new communities we should think water as one molecule and once used recycle, on site if possible for reuse. The current practices of having multiples separate silos for the planning of new communities and the conveying and disposal of water must change to sustain current water sources. I have an interest in water resource engineering and urban planning and during my university studies I will become very knowable in using a system and integration approach to water resource planning. We need to move to central or on-site treatment of "used" water and pass scientific based laws and planning procedures to allow for this occur. For example, a new apartment complex we can mandate during the planning stages for the piping of graywater (washers, sinks and bath wastewater) to be separate from toilet flushing and this graywater be treated onsite to a degree it can be used for non-potable use. As technology advances this graywater could be possibly highly-treated for potable use. Treating this water on-site prevents the high cost of transporting the water to a remote location for treatment and reuse. Currently the average apartment building in Los Angeles uses 700 gallons per day which 50 percent consist of graywater use. The 350 gallons (50% of 700 gallons) of graywater could be recycle on-site with current technology and be used again for non-potable use. The planning philosophy and guiding documents used by municipalities must have procedures and practices to produce communities that can sustain themselves with less imported potable water during this drought in southern California. The integration of land uses considerations into water resource planning activities and vice versa is not as well defined. The fractured nature of planning activities across a watershed from land use, water quality and water supply systems and the differing time frames for planning horizons makes integration very difficult. Water professionals and urban planners should have a guiding document to share principles and practice to foster a sustainable systems approach to water planning and usage. Better planning could produce treating used water

closer to the source for an opportunity to gain energy from the thermal and chemical potential embedded in wastewater. Green infrastructure, using natural methods to clean runoff, has begun to grow and now should be an adapted code of practice. Also planners should be trained to integrate large scale stormwater capture projects like new and enhanced centralized spreading grounds and smaller ones like rain gardens, rain barrels and permeable pavers so after a rain event maximum collection occurs and the runoff could possibly be treated for non –potable reuse.

National Society of Engineers



Dear SCAG Scholarship,

It is with utmost pleasure that I would like to nominate _____ for the SCAG Scholarship. Throughout the past five years I have known _____, I have had the privilege of mentoring and experiencing the maturation of the young _____ that _____ has grown to be. Along with many other traits, I have been impressed with _____ ambition for excellence over the years. As a current mentor of _____, I can attest to his leadership abilities, character, and achievements.

I first met _____ when _____ was 12 years old at the National Society of Black Engineers (NSBE) Summer Camping Conference in Pomona, CA. I had just finished speaking on a panel to young students about thinking about their education beyond a Bachelors degree. Afterwards, _____ approached me with words I will never forget, "... so what if you are working on a Master's degree, I can do better!" These words highlight characteristics in _____ that _____ has showcased over the years. As the current National Treasurer Emeritus and former Regional Chairperson of NSBE, I have encountered a lot of young and upcoming engineering students but few possess the drive and determination I have witnessed in _____. _____ is the type of person who envisions no goal out of reach and will add any skill set necessary to _____ repertoire in order to achieve _____ mission.

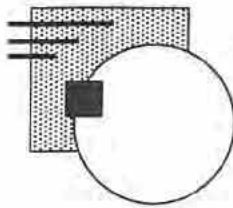
Since 2009, I have had the opportunity to watch _____ passion for math and science flourish in the presence of growing up in the adverse conditions of Compton, CA. _____ passion has led to _____ earning a 3.78 GPA, achieving high scores on standardized tests, and winning math and science competitions. These accolades, though highly notable, only scratch to surface of highlighting the intelligent, yet humble person that is _____. _____ ability to help and lead others is what makes _____ a future trailblazer. _____ showcases leadership ability to work on teams by being a second year President of the California Academy of Math and Science (CAMS) Math Club, Vice President of the CAMS NSBE Chapter, and a second year varsity basketball player. _____ is the epitome of a servant leader who thrives to uplift others on _____ path to achieving personal goals.

Interactions with _____ are always memorable, entertaining, and inspiring. _____ and I typically have discussions about _____ preparation for engineering and what universities will best nurture _____ abilities. When in person, we make sure to play at least one game of one-on-one basketball. While playing, traits such as determination and preparation show in _____. The same energy _____ puts into academics _____ puts into basketball. Every time I play against _____, I can see _____ is getting better, smarter, and learning from _____ mistakes. Though _____ has not had the pleasure of winning one of our one-on-one matches, the day will eventually come if _____ remains committed. What stands out after these matches is how _____ accepts not winning a game. _____ is never angered, always poised, and is more interested in finding out if I think _____ has gotten better as well as concerned with what mistakes I believe _____ made. These are characteristics of a true leader and goal oriented person. I recently blogged and created a video about mentoring _____ at <http://coreyebaker.com/mof-inspiring-our-youth-ms/>.

It is with great pleasure and humility that I should have the honor of recommending _____ for the SCAG Scholarship. _____ determination for excellence, ability to lead others, and succeed in the face of adversity are inspirations to many including myself. Though I mentor _____, I often find myself motivated by _____ accomplishing so much at a young age. It is my privilege to have _____ choose me as a mentor and to write this recommendation on _____ behalf. If _____ is chosen for this prestigious scholarship, I assure you will accomplish greatness in alignment with the previous Beverly Hills West Chapter Scholarship recipients.

Sincerely,

Corey E. Baker 2014-15 National Treasurer Emeritus, National Society of _____ Engineers Ph.D. Candidate, Department of Electrical and Computer Engineering, University of Florida Phone: (818) 679-8017 Email: cbaker6@ufl.edu Website: <http://coreyebaker.com>



~A National Blue Ribbon and California Distinguished School~

California Academy of Mathematics and Science

California State University, Dominguez Hills—1000 E. Victoria Street, Carson, California 90747
(310) 243-2025 FAX: (310) 516-4041 CEEB code: 050491 Website: www.lbcams.schoolloop.com

Confidential Student Evaluation for College Admission and Scholarships 16 October 2014

RE:

Since an early age, _____ showed academic focus with goals for _____ future. _____ knew to achieve in life, overcoming challenges and hard work would prepare _____. Each year at the California Academy of Mathematics and Science (CAMS) _____ pursued academic and extracurricular experiences that readied _____ for life.

After a strong middle school preparation at the Magnolia Science Academy, _____ entered CAMS with enthusiasm and energy. _____ made excellent academic progress and outstanding contributions to the school's culture. Mathematics had always been _____ strength and continued to be through high school. As a senior, _____ strong talents in the STEM fields placed _____ in the highest math and science courses: CAMS AP Calculus BC and PHY 130/132—General Physics I and II at the California State University, Dominguez Hills. _____ learned new and complex concepts quickly and compiled an outstanding academic record. Augmenting college preparation was the successful completion of several university courses at a very high level.


For _____, preparation for life did not stop at the classroom. _____ fully participated in extracurricular activities and frequently was recruited for or sought leadership positions. As president of the Math Club, _____ revived the American Mathematics Competitions, Pi Day, and a tutoring program. MESA grew to the third highest membership count under _____ presidency. The National Society of _____ Engineers (president), Vex Team leader, and Solar Team Club (president) members all benefited from _____ leadership. _____ joined the CAMS Cross Country, Basketball, and Track Teams all at the Varsity level and contributed to neighborhood through People for Community Improvement (PCI).

In college, _____ wants to pursue the field the field of civil engineering with a minor in economics or math. One of _____ dreams is to become a NBA team owner and _____ knows this will require significant money. On _____ own, _____ recently learned about investing and then opened a stock account with \$3,000 of _____ own money. _____ goal is to increase _____ initial investment to \$10,000 by the end of the school year. Not bad for a 17 year-old!

_____ is bound for college and career success with healthy ambition and objectives. As a focused and academically motivated individual, I enthusiastically recommend _____ to the Selection Committee.

Barry T. Baker (electronic signature)

Barry T. Baker
Head Counselor and
Director of College Counseling

| | | | | | | | |
|---------------|----------|------------------|-----|--|--|---|----------------------------|
| Student Name | | | | Long Beach Unified School District CAMS  LBUSD Transcript | | CAMS 1000 E VICTORIA ST CARSON, CA 90747 | |
| Perm ID | State ID | Grd 12 | Gen | | | Phone 310-243-2025 | Fax 310-516-4041 |
| Date Of Birth | | Phone | | Counselor | | | |
| Home Address | | | | | | | |

| Crs ID | Course Title | Mark | Cred Att/Cmp | Crs ID | Course Title | Mark | Cred Att/Cmp | CAMS | |
|--|--------------|------|--------------|---|--------------|------|--------------|---|--|
| CAMS Yr: 2012 Month: 1 Grade: 09 P 1403 ENGLISH 1-2 ACC B 5.00 / 5.00 P 1831 SPANISH 1-2 A 5.00 / 5.00 P 2501 ENGR DSGN (PLTW) A 5.00 / 5.00 2634 ROBOT MECH DESGN A 2.50 / 2.50 P 3023 GEOMETRY 1-2 ACC A 5.00 / 5.00 N 3704 KPE 9 INTRO A 5.00 / 5.00 P 4014 PHY SCI LAB ACC A 5.00 / 5.00 8200 MED OCCUP INTRO A 5.00 / 5.00 Cred Att: 37.50 Cred Cmp: 37.50 GPA: 3.85 | | | | CAMS Yr: 2013 Month: 6 Grade: 10 P 3047 ALG INTERM 1-2 ACC A 5.00 / 5.00 N 3707 KPE 10 ADV A 5.00 / 5.00 P 3803 BIOLOGY 1-2 ACC B 5.00 / 5.00 Cred Att: 40.00 Cred Cmp: 40.00 GPA: 3.86 | | | | Work In Progress - Summary Course Title Credits SCHOOL ANNUAL 1-2 5.00 US GOVT 5.00 | |
| CAMS Yr: 2012 Month: 6 Grade: 09 P 1403 ENGLISH 1-2 ACC B 5.00 / 5.00 P 1831 SPANISH 1-2 B 5.00 / 5.00 P 2501 ENGR DSGN (PLTW) B 5.00 / 5.00 2634 ROBOT MECH DESGN A 2.50 / 2.50 P 3023 GEOMETRY 1-2 ACC A 5.00 / 5.00 N 3704 KPE 9 INTRO A 5.00 / 5.00 P 4014 PHY SCI LAB ACC A 5.00 / 5.00 8200 MED OCCUP INTRO A 5.00 / 5.00 Cred Att: 37.50 Cred Cmp: 37.50 GPA: 3.54 | | | | CAMS Yr: 2014 Month: 1 Grade: 11 H P 1411 ENGLISH 5-6 H A 5.00 / 5.00 P 1833 SPANISH 5-6 A 5.00 / 5.00 H P 2255 US HIST H A 5.00 / 5.00 P 2511 COMP INTG MFG (PLTW) B 5.00 / 5.00 H P 3053 PRE CALCULUS H A 5.00 / 5.00 H P 3832 CHEMISTRY 1-2 H A 5.00 / 5.00 P 3867 BIOTECH 1-2 A 5.00 / 5.00 Cred Att: 35.00 Cred Cmp: 35.00 GPA: 3.86 | | | | | |
| CAMS Yr: 2013 Month: 1 Grade: 10 P 1407 ENGLISH 3-4 ACC A 5.00 / 5.00 P 1832 SPANISH 3-4 A 5.00 / 5.00 P 2272 MOD WRLD HIST ACC A 5.00 / 5.00 P 2503 PRIN ENGR (PLTW) A 5.00 / 5.00 P 2507 DIGIT ELEC (PLTW) A 5.00 / 5.00 P 3047 ALG INTERM 1-2 ACC A 5.00 / 5.00 N 3707 KPE 10 ADV A 5.00 / 5.00 P 3803 BIOLOGY 1-2 ACC B 5.00 / 5.00 Cred Att: 40.00 Cred Cmp: 40.00 GPA: 3.86 | | | | CAMS Yr: 2014 Month: 6 Grade: 11 H P 1411 ENGLISH 5-6 H A 5.00 / 5.00 P 1833 SPANISH 5-6 B 5.00 / 5.00 H P 2255 US HIST H A 5.00 / 5.00 P 2511 COMP INTG MFG (PLTW) B 5.00 / 5.00 H P 3053 PRE CALCULUS H A 5.00 / 5.00 H P 3832 CHEMISTRY 1-2 H A 5.00 / 5.00 P 3867 BIOTECH 1-2 A 5.00 / 5.00 Cred Att: 35.00 Cred Cmp: 35.00 GPA: 3.71 | | | | | |
| CAMS Yr: 2013 Month: 6 Grade: 10 P 1407 ENGLISH 3-4 ACC A 5.00 / 5.00 P 1832 SPANISH 3-4 A 5.00 / 5.00 P 2272 MOD WRLD HIST ACC A 5.00 / 5.00 P 2503 PRIN ENGR (PLTW) A 5.00 / 5.00 P 2507 DIGIT ELEC (PLTW) A 5.00 / 5.00 N 3047 ALG INTERM 1-2 ACC A 5.00 / 5.00 P 3707 KPE 10 ADV A 5.00 / 5.00 P 3803 BIOLOGY 1-2 ACC B 5.00 / 5.00 Cred Att: 40.00 Cred Cmp: 40.00 GPA: 3.86 | | | | CAMS Yr: 2015 Month: 1 Grade: 12 H P 1449 AP ENGL LIT A 5.00 / 5.00 P 2311 ECONOMICS A 5.00 / 5.00 2833 SCHOOL ANNUAL 1-2 A 5.00 / 5.00 H P 3159 AP CALC BC A 5.00 / 5.00 Cred Att: 20.00 Cred Cmp: 20.00 GPA: 4.00 | | | | Work In Progress - Summary Course Title Credits AP CALC BC 5.00 AP ENGL LIT 5.00 | |


LBUSD Transcript (WIP - Work in Progress - Included)

| | | | |
|---|------------|-----------------------|------------------|
| R = Repeat | H = Honors | P = CSU/UC a-g course | N = Non-Academic |
| GPA SUMMARY Academic GPA HS Univ GPA Honors A=5 Total GPA Course 3.82 University GPA 4.16 ACA GPA Course 3.80 | | NOTES | |
| Enter Date 08/23/2011 | Leave Date | Graduation Date | Class of 2015 |

Transcript is unofficial unless signed by a school official.
 Official's Signature _____

Sharon Dennis

04/07/2015

| | | | | | | | | |
|---------------|----------|------------------|-----|---|--|---|--|----------------------------|
| Student Name | | | | Long Beach Unified School District CAMS  LBUSD Transcript | | CAMS 1000 E VICTORIA ST CARSON, CA 90747 | | |
| Perm ID | State ID | Grd 12 | Gen | | | Phone 310-243-2025 | | Fax 310-516-4041 |
| Date Of Birth | | Phone | | | | Counselor | | |
| Home Address | | | | | | | | |

| Graduation Requirements - Credit Summary | | | | |
|--|---------------|---------------|-------------|--------------|
| Subject Area | Req'd | Comp | WIP | Needed |
| Visual/Perf Arts/World L | 10.00 | 10.00 | | |
| English/ELD | 40.00 | 35.00 | | 5.00 |
| History/Social Science | 30.00 | 25.00 | | 5.00 |
| Life Science/SSC | 10.00 | 10.00 | | |
| Physical Science/SSC | 10.00 | 10.00 | | |
| Physical Education | 20.00 | 20.00 | | |
| Mathematics | 20.00 | 20.00 | | |
| Electives | 70.00 | 115.00 | | |
| TOTALS | 210.00 | 245.00 | 0.00 | 10.00 |

| Graduation Requirements - Test History | | |
|--|------------|----------|
| Test Name | Admin Dt | Perf Lvl |
| CAHSEE English/Lang Arts | 02/06/2013 | Req Met |
| CAHSEE Mathematics | 02/06/2013 | Req Met |

| Service Learning | |
|------------------|------|
| Hours | |
| | 0.00 |

LBUSD Transcript (WIP - Work in Progress - Included)

| | | | |
|--|--|---------------------------------|----------------------|
| R = Repeat H = Honors P = CSU/UC a-g course N = Non-Academic | | | |
| GPA SUMMARY Academic GPA HS Univ GPA Honors A=5 Total GPA Course 3.82 University GPA 4.16 ACA GPA Course 3.80 | | NOTES | |
| | | Enter Date 08/23/2011 | Leave Date |
| | | Graduation Date | Class of 2015 |

Transcript is unofficial unless signed by a school official.
Official's Signature _____

Sharon Grimes

04/07/2015

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. LA-221

COUNTY: Los Angeles

A E L1 L2 T

PERSONAL INFORMATION:

Full Name: _____

Address: _____

City: Los Angeles

State: Ca

Zip Code: 90066

Phone: _____

Email: _____

Availability for two-week internship in Summer 2015* (check all that apply):

June 2015

July 2015

August 2015

September 2015

**Students must be available for a two-week (80 hours) internship, in addition to attending a Regional Council meeting at the SCAG office in Los Angeles.*

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.*

Applicant's Signature

Date

4/27/2015

**Students will be asked to submit proof of eligibility to work in the United States if selected as a semi-finalist.*



SOUTHERN CALIFORNIA
**ASSOCIATION of
GOVERNMENTS**

818 West 7th Street, 12th Floor
Los Angeles, CA 90017
Tel. (213) 236-1800 | Fax: (213) 236-1961
www.scag.ca.gov

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. LA-221

COUNTY: Los Angeles

EDUCATIONAL INFORMATION:

Current educational status (check one):

High School Junior High School Senior Community College

If community college student, list semesters completed*:

High School: Venice Senior High School

City/State: Los Angeles, Ca

Date of Graduation: June 4, 2015 Grade Point Average: 4.3

If graduating senior, name of intended college/university* Stanford University

Intended major: Public Policy / Economics

*Graduating students must provide proof of enrollment in higher education in order to receive the scholarship award.

Community College (if applicable):

City/State:

Grade Point Average:

Intended major:

ACTIVITIES AND INTERESTS:

A.) List and briefly describe your extracurricular activities (e.g. memberships in organizations, sports, etc.):

| Organization Involved | Position Held | Date of Involvement |
|------------------------|---------------|---------------------|
| <u>ATTACHED SHEETS</u> | | |
| | | |
| | | |
| | | |

Brief description of your responsibilities (attach additional page(s) if necessary):

Attached pages

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. LA-221

COUNTY: Los Angeles

ACTIVITIES AND INTERESTS (CONTINUED):

B.) List and briefly describe volunteer activities in which you have been involved:

| Organization | Activity | Date of Involvement |
|--------------|----------|---------------------|
| | ATTACHED | |
| | | |
| | | |
| | | |
| | | |

Brief description of how you participated [attach additional page(s) if necessary]:

C.) List honors or academic awards you have received (e.g. scholarly activities, research, etc.):

| Award/Honor | Institution/Organization | Date |
|-------------|--------------------------|------|
| | ATTACHED pages | |
| | | |
| | | |
| | | |
| | | |

D.) List and briefly describe any work experience:

| Position | Employer | Dates of Employment |
|----------|-------------------|---------------------|
| | ATTACHED pages | |
| | | |
| | | |
| | | |
| | | |

Brief description of your work responsibilities [attach additional page(s) if necessary]:

A.) School Extracurricular Activities and Service

Venice High School 2015 Class President (3 years)

September, 2012 to Present

Los Angeles, CA

5 hours/week, 40 weeks/year

Organize class activities. Fundraise and budget for class events, such as prom, homecoming, senior awards, senior week, and senior volunteer events. Promote school spirit and student activism. Make sure all seniors submit senior forms such as senior contracts and cap and gown information. Remind seniors of SAT/ACT first semester dates, college application due dates, and to keep grades up despite senioritis. Raised \$5,000 for senior class activities and \$1,000 for FOVM. Represented seniors for WASC accreditation and mid-accreditation review.

Elected Student Member of Venice High School School Site Council

September, 2011 to June, 2014

Los Angeles, CA

2 hours/week, 36 weeks/year

Serve as elected student representative. Work with principal to develop, review, and evaluate school improvement programs. Assist in Title 1 functions.

Founder and President of Venice High School Mentors

September, 2012 to Present

Los Angeles, CA

5 hours/week, 40 weeks/year

Mentoring program to ease transition from middle school to high school. Sponsor orientation programs, peer tutoring, school activities, and high school and college workshops.

Ambassador at Venice High School

September, 2011 to Present

Los Angeles, CA

10 hours/week, 40 weeks/year

Give school tours for SAS/Comprehensive school and Magnets and speak to current parents and prospective parents about Venice High School. Plan and run school beautification events. Give school orientations to students and parents. Participate and plan community outreach and events.

Venice High School Beautification Committee Member and Volunteer

fall, 2011 to spring, 2014

Los Angeles, CA

10 hours/year

Organize student volunteers for Beautification days and lead student clean-up of school.

Committee Member and Volunteer for Venice High School Welcome Back Brunch for Staff

August, 2011-2014

Los Angeles, CA

10 hours/year

Organize student volunteers, donate food for brunch, and clean-up after brunch.

B } Community Service Activities

Founder of StudentsDo.org

September, 2008 to Present

Los Angeles, CA

15 hours/week, 52 weeks/year

StudentsDo is a non-profit organization that organizes school and art supply drives on school campuses, churches, temples, and other organizations and then distributes the school and art supplies to needy students through non-profit organizations. I motivate youth by speaking at school assemblies and aid in developing student volunteer programs at schools. Over the last seven years, five years with non-profit status, collected over \$40,000 worth of school supplies and organized over 35 school supply drives benefiting more than 3,500 students.

Youth Ambassador for the Los Angeles Human Relations Commission

May, 2013 to Present

Los Angeles, CA

4 hours/week, 52 weeks/year

Represent the youth of Los Angeles and the Human Relations Commission. Develop, plan, and implement youth programs. Develop policy recommendations and meet with city councilmen, religious leaders, and city officials concerning issues that affect youth. Participated in a year long curriculum on city government, civic engagement, social justice, and human relations. Trained by the city to be a facilitator, I facilitate at the Mayor's events. Organize first time activities for the city such as Interfaith Dinners and Youth Forums. Work with the Mayor to address youth issues. Researched immigration, youth, and education issues, and met with President Obama's staff in Washington D.C. to discuss policy solutions to the most pressing social issues.

Museum of Tolerance Docent and Teen Board Member

June, 2011 to Present

Los Angeles, CA

6 hours/week, 16 weeks/year

Give tours of the museum and develop youth programs. On Teen Board where I run teen programs and plan activities at the museum. Plan and run Family Sunday at the Museum.

Intern for Los Angeles City Councilman Mike Bonin

June, 2011 to May, 2013

Los Angeles, CA

16 hours/week, 16 weeks/year

Assisted with constituent services and requests, attended community events, and implemented integral youth programs. Organized, set up, supervised and staffed community events.

Intern for Los Angeles Unified School District School Board Member Steve Zimmer

July, 2012 to August, 2012

Los Angeles, CA

16 hours/week 16 weeks/years

Organized, set up, supervised, and staffed school district community events. Brought attention to students' views on education policies. Assisted with constituent services and requests.

Student Representative on the Mar Vista Community Council Education Committee

September, 2014 to Present

Los Angeles, CA

5 hours/week 12 weeks/year

Discuss education issues and make recommendations. Update committee on local schools.

Volunteer and Organizing Committee member for the Venice Community Council Toy Drive

December, 2013 to December, 2014

Los Angeles, CA

7 hours/week, 4 weeks/year

Plan Venice Community Council Toy Drive which benefits low-income families in the Venice Community. Provides toys, activities, food, and games for families.

Organizing Committee member and Lead Facilitator at the City of Los Angeles Anti-Bullying Conference

September, 2013 to September, 2014

Los Angeles, CA

10 hours/week, 8 weeks/year

Plan the Anti-Bullying Conference which is an all-day program that discusses bullying prevention, social media's role in bullying, how to implement bullying prevention programs at schools, and more. Attended by Los Angeles City officials, non-profit organizations that work against bullying, students, parents, and school officials throughout Los Angeles.

Organizing Committee member and Volunteer for the Los Angeles Human Relations Commission Annual Interfaith Iftar Event

June, 2013 to June, 2014

Los Angeles, CA

10 hours/week, 5 weeks/year

Organize the L.A. Human Relations Commission Annual Interfaith Iftar Event, which celebrates different religions. Invite religious leaders, Los Angeles political officials, and temples, mosques, churches, etc. in Los Angeles.

Volunteer for Big Sunday Community Service Organization

September, 2011 to Present

Los Angeles, CA

9 hours/week, 10 weeks/year

Volunteer at Big Sunday, which sponsors community service activities such as food collection drives, clothes drives, community clean-ups, and volunteer service.



Awards and Honors (9th grade to 11th grade)

- 1) A.B.C. Eyewitness News Cool Kid Award (2014)- Students (14 to 18) that are positive role models in their communities and are involved in extensive community service. I was honored for my work with the Los Angeles Youth Ambassadors and my anti-bullying campaign that I created with the city. <http://abc7.com/society/cool-kid-lisa-sobajian-tackles-bullying-head-on/384218/>
- 2) Los Angeles City Certificate of Appreciation (2013 and 2014)- Presented by Los Angeles Mayor for my service on the Los Angeles Youth Ambassadors and for my commitment to advocate on behalf of the city's youth.
- 3) AP Scholar with Distinction Award (2014)- 5 AP exams taken with a 3.5 score or greater score average.
- 4) Delphians Honor Society(2011-Present)/School Junior Honor Guard (2014)- National High School Honor Society based on leadership, scholarship, and community service. Selected for Junior Honor Guard at school based on scholarship (top student GPA) to escort Principal and staff during graduation ceremony.
- 5) Soroptomist Community Service Award (2013)- Honored for my community service.
- 6) Venice High School Alumni Scholarship (2014)- Honored for my service and commitment to Venice High School, such as for creating a Venice High School Mentoring Program, serving on the School Site Council, being a Venice High School Ambassador etc.. Also based on community service and academics.
- 7) Smith College Book Award for Academic Achievement (2012)- Most outstanding 10th grade student at Venice High School.
- 8) Recognized by Westside Children's Center for service (2011)- Given Certificate of Appreciation for donating school and art supplies for over the last 4 years and for motivating students to volunteer at the center.
- 9) Nordstrom Award (2014)- Recognized for exceptional scholastic achievement and community service. National award.
- 10) Los Angeles Human Relations Commission (2013-Present)- Represent the youth of Los Angeles and the Human Relations Commission. Represented youth of Los Angeles in Washington D.C..
- 11) UCLA Engineering Research (2014)- Participated in bioengineering research and design program with UCLA professors and graduate students. 45 high school students selected out of 700 applicants.

D.

Employment

Boys and Girls Club of Venice paid tutor

September, 2013 to Present

5 hrs/week, 40 weeks/yr

Tutor high school students in high school subjects such as math, English, and history.

Leading My Community

Service is important to me because I care that my community succeeds. I come from a community where people are held back by abject poverty, where making ends meet is a constant battle and where no meal is guaranteed. With over 60% of the students at my high school on food stamps, and more than 30% who never receive a high school diploma, I come from a community where education is a luxury. As you know, public education in the state of California is not a priority. Forced to accept massive budget cuts and deal with teacher layoffs, my classmates and I have faced an uphill battle attaining a high school education. Despite the challenges, I come from a community where people care about each other and support one another. I come from a community where people appreciate what they have and see community as their only support system. When I am part of a community, I am dedicated to improving it. Determined to ensure that the youth of Los Angeles are not forgotten, I have worked with the Mayor's office to protect after-school tutoring in Los Angeles Unified School District schools and job programs for youth in the city of Los Angeles. Seeing that the transition from middle school to high school was difficult for most students, I created a mentoring program to ease the transition. Noticing the evident disconnect between students and policy makers, I brought together a council of students to voice their concerns to our school board member because students deserve a voice in their own education. Recognizing that I can help give a voice to the voiceless, I put it upon myself to help empower others. I care that my classmates succeed because I care about my community. Despite all the obstacles we face, education provides us the opportunity to create better lives and stronger communities.

Because I attend Venice High School, I became a youth advocate to create change. Working with Los Angeles city officials, school board members and youth organizations I have enjoyed public service and am passionate about a career in public service. I plan to be a political leader in the city of Los Angeles and then in the state of California. I have seen that education opens doors and leads to opportunities and that is why I want to be a city and state of California political leader and finally U.S. Secretary of Education. I want to implement educational policies that will improve educational outcomes for all and will ensure that all students receive a great education, something to which every student is entitled. I want to continue bridging gaps between youth and adults and be a voice for the voiceless and voice for all youth in their education. As U.S. Secretary of Education, I want to continue opening doors for people in diverse communities across the country. To meet my occupational goals, I plan to attend Stanford and dual major public policy/ economics. I plan to continue working with Los Angeles City officials like my Council Member Mike Bonin and with the Los Angeles Human Relations Department even while I am away at college and I plan to build a new relationships with city officials and non-profits organizations where I attend college.

Your two week internship will allow me to learn other facets of city government that I have not been exposed to but sounds extremely important to Southern California. The development of a 20 year vision for investing in our transportation/ sustainable communities strategies seem particularly interesting and the process is new to me. Being exposed to the duties and functions of the Southern California Association of Governments seems to be a great place to start my college education in public policy.

CITY OF LOS ANGELES
CALIFORNIA



ERIC GARCETTI
MAYOR

Community Development Department
Human Relations Commission

CITY HALL, ROOM 2111
200 N. SPRING STREET
LOS ANGELES, CA 90012
(213) 978-1660
Fax: (213) 978-1668

Executive Director : Patricia M. Villaseñor
E-mail : patricia.villaseñor@lacity.org
Senior Policy Advisor : Sheldon Cruz
E-mail : sheldon.cruz@lacity.org

March 27, 2015

Dear Scholarship Committee:

I am honored and pleased to write this Letter of Recommendation for [redacted] who was accepted into the very competitive City of Los Angeles Youth Ambassador Cohort Program. The City of Los Angeles received over 3000 applications for the 2013-2014 Cohort class and selected 21 from that group of applicants. The Youth Ambassador program is nonpartisan and uses the State, Federal and the City of Los Angeles' government landscape, including the Mayor and City Council, and their resources as a classroom setting to equip each Youth Ambassador with leadership skill-sets, expertise on the history of the city, and a global perspective on the importance of education, civic-engagement, entrepreneurship and philanthropy.

[redacted] has been an invaluable asset to our program and represents the Venice community. [redacted] serves as an Elected Student Representative on the Venice High School Site Council is Twelfth Grade Class President, and [redacted] is President and founder of the Venice Mentors Club. But, [redacted] commitment to community extends well beyond the Venice High School campus. [redacted] has interned in Los Angeles City Councilman Mike Bonin's office and has interned for Los Angeles School Board Member Steve Zimmer. Also, [redacted] is a docent at the Museum of Tolerance and is a volunteer with the non-profit organization Big Sunday. [redacted] understands the importance of civic responsibility and believes that young principled leaders can change society for the better.

I write you this letter having known [redacted] for the past three years, and in the capacity of being a Senior Policy Analyst for the City of Los Angeles, a mentor, a supporter and a friend. In working with [redacted], I learned that [redacted] is a social activist and community leader who tries to address and solve community issues. [redacted], upon seeing that many of [redacted] classmates couldn't afford backpacks and school supplies, founded a non-profit called StudentsDo, which supplies students from across Los Angeles, who live in poverty, with school supplies. The organization has raised over \$30,000 in school supplies in just over six years. I find this accomplishment to be exceptionally impressive because [redacted] rallied so many student groups, churches, temples, and community organizations in Los Angeles to participate in helping collect school supplies. Impressively, over 3,500 students have benefited from these drives. Many of the organizations that [redacted] encouraged to participate in collecting school supplies have even created their own programs because of the leadership of [redacted].

As a requirement to be a Youth Ambassador for the City of Los Angeles, [redacted] along with the other 20 youth that were selected had to commit to a process that required each applicant to take on the responsibility of completing their Youth Ambassador Application and selection process themselves. [redacted] application was

timely, exceptional and eloquently addressed the topics identified. work throughout the program has been exceptional and stellar.

The Youth Ambassador program requires each youth to commit to 100 hours of volunteer and community service, (8) Saturday workshops over the course of eight-months, totaling 64 hours of specialized instruction, including multiple writing and research assignments based on various course work subject matters from a curriculum that has been nationally recognized by the Mayor, members of Congress and the Intergovernmental Affairs Division of the White House. has excelled at fulfilling volunteer hours and has logged 200 total. In addition to volunteer hours was selected to facilitate, Mayor Eric Garcetti's, Mayor Youth Forums and the Northeast Youth Voices Conference. As a Youth Ambassador, has been trained to facilitate youth dialogue and was requested by the Mayor to facilitate the Mayor's Youth Forums. During the Youth Forums used strong interpersonal skills to lead youth centered and youth focused discussions with youth from all over the city and various demographics, on multiple subjects including but not limited to bullying, gun violence, community needs, youth needs, youth employment and civic-engagement. was also lead facilitator at the Human Relations Commission's anti-bullying conference which included students, non-profits, and teachers from across the city. self-motivation, leadership, ambition and writing expertise qualify as an ideal candidate.

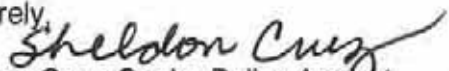
In fact, and the Youth Ambassador Cohort traveled to Washington D.C. during the spring of 2014, where they were able to practice experiential learning through exposure to the cultural, historical foundations, institutional structures, and day-today practices that underlie diversity, reasoned discourse, debate, and cooperative decision-making, while having face-to-face conversation with White House administration and Congressional leaders. has also been featured in our Youth Ambassador video segment which promotes, civic-engagement, leadership, volunteerism and cross-cultural studies, to youth populations Nationally and Globally, specifically targeting youth populations in California, New York, Washington D.C., China, Brazil, Africa and Thailand.

will be receiving the following awards and certificates for participation in the City of Los Angeles Youth Ambassador program: Certificate of Congressional Recognition, City of Los Angeles Certificate of Recognition, County of Los Angeles Commendation, Mayor's Certificate of Commendation, and the President's Volunteer Award.

has taken on the role of mentoring the new youth ambassadors, giving them the confidence to lead like does. When is involved in a program, takes it upon to make it stronger for future participants. I am certain that passion for education and improving communities will continue in goal of becoming U.S. Secretary of Education. On way to becoming U.S. Secretary of Education, I see elected to political office and creating policy to make government more responsive to community needs

If there is any additional material I can provide to you with, please do feel free contact me at any time @ Sheldon.Cruz@lacity.org or (213) 308-7609.

Sincerely,



Sheldon Cruz, Senior Policy Analyst,
City of Los Angeles Youth Ambassador Cohort Founder
City Hall, Suite 2111
200 N. Spring St. LA, CA, 90012
Sheldon.Cruz@lacity.org
213.308,7609

Venice High School

World Languages and Global Studies Magnet

13000 VENICE BOULEVARD, LOS ANGELES, CA 90066

TELEPHONE: (310)577-4217 FAX: (310)306-3249

RAMON CORTINES
Superintendent of Schools

CHERYL HILDRETH
ESC-W Superintendent

ELSA MENDOZA, Ed.D.
Principal

February 17, 2015

Dear Scholarship Selection Committee:

has asked me to write a letter of recommendation in support of being selected for your scholarship. It gives me great pleasure to do so, as is one of the most impressive and brightest students I have seen in my 14 years in education. is an extremely intelligent, enthusiastic, and dedicated young , and multidimensional talents leave any organization works with stronger.

I have known for the past four years. I am the coordinator of the Venice High School World Languages and Global Studies Magnet in which is a student. From the moment I met , I knew that was special, and I have enjoyed watching develop as a leader. When commits to something, follows through with enthusiasm and gives all, and maturity and sense of justice are rare in students age. selflessly gives back to school and community, and is keenly aware that when all students have a level playing field, the whole community benefits. To demonstrate this, founded a non-profit organization called StudentsDo, which supplies impoverished students across Los Angeles with school supplies. The organization has raised over \$40,000 in school supplies in six years, and the drives have helped over 3,500 students. In addition, has even supplied entire classrooms with complete sets of classroom supplies.

also created a mentoring program at Venice High School for new students. told me how lucky was to have an older brother at school to mentor when was a freshman, and felt that all incoming students should have an opportunity to have a student mentor to guide them through the high school experience. implemented this program during the summer of 2012, and has planned many activities to welcome the new students and make sure they are succeeding at their new school. The school staff has always wanted to offer a program like this, but it took a motivated, conscientious student like to actually see it through. In addition, serves on a variety of community and school committees, such as School Site Council, where spends countless hours striving to make the world a better place, and interest in civic engagement has already led to assist local Los Angeles political and school leaders with constituent services and requests. is also a Los Angeles Human Relations Commission Youth Ambassador, where works with city leaders to create and implement youth programs.

In addition to dedication to improving the school and community, is committed to own academic growth. is the top student in 12th grade class, and is respected by peers and teachers alike for stellar work ethic and integrity. To , it is not enough to merely meet requirements for classes; instead, goes above and beyond to make the absolute most out of educational opportunities. As proof, is taking the most rigorous classes offered at Venice High

School and is earning straight A's by working hard and persevering through these challenging courses. has sought educational opportunities beyond the high school campus through MESA and Nano-Science seminars. has even found time to earn an A in a Santa Monica College Hebrew course, and researched for the UCLA Bioengineering Department last summer. I have personally observed how generous is in helping classmates succeed academically, too, as tutors struggling students and forms study groups for support. While some students are extremely competitive, thrives most when is able to share knowledge and assist others in reaching the same great heights that does. As a testament to how much peers respect , was elected as class president, where serves as a role model and inspiration to peers who look up to as leads the way.

has an innate love of learning that shines like a light in the classroom, and enthusiasm positively influences peers. exudes a natural sense of leadership and confidence that is uncommon in students age, but is humble and willing to share knowledge and ideas with others. This kind of giving spirit is rare in high school students, but uses talents to help others achieve their goals. creative, innovative ideas and "can-do" attitude will serve well in life. I am positive that will be involved and informed on college campus, and will emerge as a leader in whatever field of study chooses. will continue to fight for the rights of others while embarking on own personal journey, and will lead by the example of being the genuine, kind person that is. Wherever goes and whatever career chooses, I know that will leave the same kind of lasting impact that has left at Venice High School. I wholeheartedly recommend for your scholarship, as is exactly the type of student to represent the ideals of your organization through spirit of giving and making the most of life's opportunities.

Sincerely,



Julie Markussen

Coordinator, Venice High School World Languages and Global Studies Magnet



| | | | |
|---|--|------------------------------------|-------------------------|
| LOS ANGELES UNIFIED SCHOOL DISTRICT | | Student Name: | |
| Location Code: 1890702 | | Date Of Birth: | Gender: Grade Level: 12 |
| School Name: VENICE SENIOR HIGH FOREIGN LANGUAGE MAGNET | | Parent/Guardian Name: | |
| 13000 VENICE BLVD | | | |
| LOS ANGELES, CA 90066 | | Home Phone: | |
| Tel: (310) 577-4200 | | Student ID: | StateID: |
| CEEB Number: 051828 CDS Code: 0 | | Graduation Requirements Year: 2015 | |
| Principal: Counselor: BONNIE J ROCHE BLAIR | | Graduation Date: | |

| PALMS MIDDLE SCHOOL GIFTE | | TermEndDt:2/5/2010 | Gr Lvl:07 |
|---------------------------|--------------|--------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 310301H | H ALGEBRA 1A | A | 5.0 |
| Cmp: 5.0 | | | |

| PALMS MIDDLE SCHOOL GIFTE | | TermEndDt:6/18/2010 | Gr Lvl:07 |
|---------------------------|--------------|---------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 310302H | H ALGEBRA 1B | A | 5.0 |
| Cmp: 5.0 | | | |

| PAUL REVERE MIDDLE SCHOOL | | TermEndDt:2/11/2011 | Gr Lvl:08 |
|---------------------------|--------------|---------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 310401 | *GEOMETRY A | A | 0.0 |
| Cmp: 0.0 | | | |

| PAUL REVERE MIDDLE SCHOOL | | TermEndDt:6/24/2011 | Gr Lvl:08 |
|---------------------------|--------------|---------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 310402 | *GEOMETRY B | A | 0.0 |
| Cmp: 0.0 | | | |

| BEVERLY HILLS HS,B.H.,CA | | TermEndDt:9/14/2011 | Gr Lvl:09 |
|--------------------------|--------------------|---------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 260103 | 260103 - HEALTH SH | A | 5.0 |
| Cmp: 5.0 | | | |

| VENICE COMMUNITY ADULT SC | | TermEndDt:12/14/2011 | Gr Lvl:09 |
|---------------------------|----------------|----------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 110593 | PARENT ADOLESC | A | 10.0 |
| Cmp: 10.0 | | | |

| VENICE SENIOR HIGH FOREIG | | TermEndDt:2/3/2012 | Gr Lvl:09 |
|---------------------------|--------------|--------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 230107H | H ENGLISH 9A | A | 5.0 |
| 256011 | SPANISH 1A | A | 5.0 |
| 310303H | H ALGEBRA 2A | A | 5.0 |
| 330121 | ADV PE 2A | A | 5.0 |
| 360701H | H BIOLOGY A | A | 5.0 |
| 370201 | GEOG A | A | 5.0 |
| Cmp: 30.0 | | | |

| VENICE SENIOR HIGH FOREIG | | TermEndDt:6/19/2012 | Gr Lvl:09 |
|---------------------------|---------------|---------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 230108H | H ENGLISH 9B | A | 5.0 |
| 256012 | SPANISH 1B | A | 5.0 |
| 310304H | H ALGEBRA 2B | A | 5.0 |
| 330122 | ADV PE 2B | A | 5.0 |
| 360702H | H BIOLOGY B | A | 5.0 |
| 370202 | GEOG B | A | 5.0 |
| 129949 | SERVICE LEARN | P | 0.0 |
| Cmp: 30.0 | | | |

| VENICE SENIOR HIGH FOREIG | | TermEndDt:12/14/2012 | Gr Lvl:10 |
|---------------------------|-----------------|----------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 200119 | AP ART HIS A | A | 5.0 |
| 230109H | H ENGLISH 10A | A | 5.0 |
| 256013 | SPANISH 2A | A | 5.0 |
| 310505H | H TRG/MATH AN A | A | 5.0 |
| 339521 | OLVA ADV PE 2A | A | 5.0 |
| 360707 | AP BIO A | A | 5.0 |
| 370133 | AP WLD HIST A | A | 5.0 |
| Cmp: 35.0 | | | |

| VENICE SENIOR HIGH FOREIG | | TermEndDt:6/7/2013 | Gr Lvl:10 |
|---------------------------|-----------------|--------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 200120 | AP ART HIS B | A | 5.0 |
| 230110H | H ENGLISH 10B | A | 5.0 |
| 256014 | SPANISH 2B | A | 5.0 |
| 310506H | H TRG/MATH AN B | A | 5.0 |
| 339522 | OLVA ADV PE 2B | A | 5.0 |
| 360708 | AP BIO B | A | 5.0 |
| 370134 | AP WLD HIST B | A | 5.0 |
| Cmp: 35.0 | | | |

| VENICE SENIOR HIGH FOREIG | | TermEndDt:12/20/2013 | Gr Lvl:11 |
|---------------------------|----------------|----------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 230125 | AP ENG LANG A | A | 5.0 |
| 256015 | SPANISH 3A | A | 5.0 |
| 310701 | AP CALCULUS A | A | 5.0 |
| 361119 | SCI TCH & R 1A | A | 5.0 |
| 361401H | H CHEMISTRY A | A | 5.0 |
| 370111 | AP US HIST A | A | 5.0 |
| 429949 | SERVICE LEARN | P | 0.0 |
| Cmp: 30.0 | | | |

| VENICE SENIOR HIGH FOREIG | | TermEndDt:6/5/2014 | Gr Lvl:11 |
|---------------------------|----------------|--------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 230126 | AP ENG LANG B | A | 5.0 |
| 256016 | SPANISH 3B | A | 5.0 |
| 310702 | AP CALCULUS B | A | 5.0 |
| 361120 | SCI TCH & R 1B | A | 5.0 |
| 361402H | H CHEMISTRY B | A | 5.0 |
| 370112 | AP US HIST B | A | 5.0 |
| Cmp: 30.0 | | | |

| VENICE SENIOR HIGH | | TermEndDt:12/19/2014 | Gr Lvl:12 |
|--------------------|-----------------|----------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 230117 | AP ENG LIT A | A | 5.0 |
| 256017 | SPANISH 4A | A | 5.0 |
| 310609 | AP STATISTICS A | A | 5.0 |
| 319625 | AP CALC B SCT | A | 5.0 |
| 370605 | AP GOVT & POL | A | 5.0 |
| 460801 | PEER COUNSEL | A | 5.0 |
| Cmp: 30.0 | | | |

| Courses In Progress | | TermEndDt:6/4/2015 | Gr Lvl:12 |
|---------------------|-----------------|--------------------|-----------|
| Crs ID | Course Title | Mark | Credit |
| 230118 | AP ENG LIT B | | |
| 256018 | SPANISH 4B | | |
| 310610 | AP STATISTICS B | | |
| 319626 | AP CALC C SCT | | |
| 370905H | H ECONOMICS | | |
| 420103 | HOMEROOM | | |
| 460801 | PEER COUNSEL | | |

| GPA Summary | | | |
|-----------------------------|-------|-------------|-------------|
| GPAName | GPA | Campus Rank | School Rank |
| LAUSD Official GPA | 4.400 | 1/426 | 1/123 |
| LAUSD (UNW) GPA | 4.000 | 1/446 | 1/125 |
| Athletic Eligibility GPA | 3.833 | N/A | N/A |
| UC (Capped) GPA | 4.276 | N/A | N/A |
| UC (W) GPA | 4.690 | N/A | N/A |
| CSU GPA | 4.276 | N/A | N/A |
| NCAA Core GPA | 4.390 | N/A | N/A |
| Financial Aid (Initial) GPA | 4.000 | N/A | N/A |
| Financial Aid (Post) GPA | 4.000 | N/A | N/A |

| Graduation Requirements | |
|------------------------------------|--------------|
| CSU A-G: | N/A |
| CDE: | Not Complete |
| Health: | Completed |
| Service Learning | Completed |
| Career Pathways | |
| CAHSEE ELA | P 3/13 |
| CAHSEE Math | P 3/13 |
| Credits | 245.0/230.0 |
| * - Credits for course not counted | |

| Testing Information | | |
|--|-------|-------|
| Test Title | Date | Score |
| CST - Algebra I | 04/13 | 16 |
| CST - Algebra II | 04/13 | 22 |
| CST - BIOLOGY | 04/13 | 532 |
| CST - Causes & effects of the First World War | 04/13 | 10 |
| CST - Causes & Effects of the Second World War | 04/13 | 10 |
| AP - BIOLOGY | 07/13 | 4 |
| AP - WORLD HISTORY | 07/13 | 3 |
| PSAT - MATH | 10/13 | 67 |
| PSAT - READING | 10/13 | 63 |
| PSAT - WRITING | 10/13 | 60 |

Student Name: Student ID:

Transcript is official when signed:

**SCHOLARSHIP COMMITTEE
REPORT**

ATTACHMENT 3

**ORANGE COUNTY
APPLICATIONS
302, 303 & 308**

| | |
|--|---|
| Submission Date | 04-30-2015 16:51:30 |
| Full Name | |
| Address | Street Address: City: Costa Mesa State / Province: CA Postal / Zip Code: 92627 |
| County | Orange |
| Phone Number | |
| E-mail | |
| Internship Availability | June 2015 July 2015 August 2015 |
| Current Educational Status | High School Junior |
| Date of Graduation | 06/10/2016 |
| Name of Educational Institution | Orange County School of the Arts |
| Location of Educational Institution | City: Santa Ana State / Province: CA |
| Grade Point Average (GPA) Type | Unweighted |
| Grade Point Average (GPA) | 3.8 |
| Intended College / University | University of Pennsylvania or UC Berkeley |
| Intended Major | High School Junior |

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|-----------------------------------|--------------------------------------|---------------------|
| Sociedad Honoraria Hispanica | Community Service Events Coordinator | 08/2014-06/2015 |
| California Scholarship Federation | Special Projects Coordinator | 08/2014-06/2015 |
| Spanish Club | President | 02/2015-06/2015 |
| Writers Jam | Leader | 08/2013-06/2015 |
| YoungArts Writing Workshop | Creator/Leader | 10/2013 and 10/2014 |
| Junior State of America | Member | 08/2014-06/2015 |
| Yearbook | Copy Editor | 08/2014-06/2015 |
| Controversial Discussions | Board Member | 08/2014-06/2015 |
| National Honor Society | Member | 09/2014-06/2015 |

Description of Responsibilities:

Many of my positions involve creating events and programs for my peers to enjoy and learn from. My responsibility as Copy Editor involves insuring the quality of the writing in the yearbook. My position in Controversial Discussion enables me to facilitate conversation between students.

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|-----------------------------------|------------------------------|--------------------|
| Discoery Cube | Volunteer | 10/2014-06/2015 |
| Orange County Registrar of Voters | Spanish-Speaking Poll Worker | 11/2014 |
| Camp OCSA | Creative Writing Teacher | 08/2014-12/2014 |
| Freshman Retreat | Poetry Leader | 09/2014 |

Brief Description of Your Participation:

Many of these positions involve educating the public or local children and assisting the public of an organization in accomplishing goals.

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|-------------------------------|-------------------------------------|---------|
| Creative Writing Conservatory | MVP | 05/2014 |
| Sociedad Honoraria Hispanica | Bertie Green Travel Award Alternate | 03/2015 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|--------------------------------|---------------|--------------------|
| Kitchen Table Marketing and PR | Intern | 07/2014-08/2014 |

Brief Description of Your Work Responsibilities:

I posted upcoming events, tracked clients in the media, and did general office chores.

Essay

Letters of Recommendation

Transcript(s)

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

SCAG Scholarship Essay

My fourth grade class was busy flipping through our science textbooks when our teacher told us to pause on a certain page. It featured a city diagram, complete with smooth skyscrapers, a glass-plated town hall, and an elevated train that circled the city and before radiating out towards the suburbs. "This is a city of the future," my teacher announced. I marveled at the blueprint, reading and rereading blurbs for each district, neighborhood, and borough.

I was hooked.

Walking down the street became an adventure. Determining my location by the layout of the streets and dissecting the different districts became a game.

My American history classes further intensified my admiration for cities as I learned about how they grew and developed. I'm fascinated by the way demographic movements like the Great Migration, the Bracero Movement, and the white flight have shaped American urban centers and, in essence, American society as a whole. The way these shifts determine the locations of cities is also intriguing to me-- why did Los Angeles a major city instead of Costa Mesa or Chico? Examining the way cities change throughout history is a delight, whether it be changes in size, changes in demographics, changes in the job market, or changes in lifestyles.

I began exploring the political side of urban studies -- as well as politics in general -- very early on. Growing up, I always watched the news, and I loved weaving the knowledge I gained into debates with friends on the playground. In high school, I found groups such as Controversial Discussions Club and Junior State of America where I could voice my opinions while learning about opposing perspectives. Common topics in debates reflect the major issues of urban communities: the school system, racial tensions, economic disparity, and air pollution.

Discussing these things made me a more engaged citizen, actively researching and evaluating current events.

My interest in America's greatest cities and the problems that plague them has lead me to take initiative in my own, smaller cities. I have taught creative writing to children in Santa Ana through two different free initiatives, volunteered at the Discovery Museum, and worked the polls during the 2014 midterm election. I hope to continue participating in programs such as these while also creating my own to help city-dwellers.

More than anything else, I have taken initiative by studying cities on my own time and applying for this internship. I want to use this internship to continue my studies of urban and political issues, gain experience, and grow as a professional. I want to build programs, buildings, and means of transportation that will make cities better. I want to use this opportunity to become a part of the future I saw in fourth grade.

April 22, 2015
To Whom It May Concern:

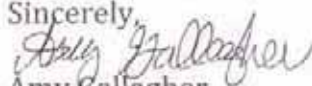
It has been my pleasure to have _____ as a Yearbook Staff member at the Orange County School of the Arts (OCSA). I had the privilege of having _____ on my Yearbook Staff in 10th grade as a senior team member, and I currently have _____ on my yearbook staff as an 11th grader, serving the important role of Copy Editor. In addition to having _____ on my yearbook staff for the past two years, I was also fortunate to have _____ as a student in my 7th grade Literature and Composition class. Watching _____ mature and grow into a confident, strong writer and outstanding leader has made me extremely proud.


Having _____ as a student in different settings has allowed me to gain a strong understanding of strengths and unique personality. What truly sets _____ apart from _____ peers in all settings is ability to think differently. _____ is a strong example of a student who “thinks outside the box” and _____ truly analyzes all factors in a situation before coming to a reasonable conclusion. These traits will allow _____ to excel in the area of political science, and I am excited about the potential that this field has to allow _____ to demonstrate and share _____ talents.

_____ giftedness in the area of writing is evident, and last year in Yearbook Class _____ demonstrated advanced skills on multiple assignments in which _____ consistently exceeded my expectations. As a senior team member, _____ organized all senior portrait submissions, edited the entire senior section, and wrote copy about the senior class events. _____ demonstrated ability to work well with _____ teammates to plan ahead, obtain important coverage of students, and produce a finished product that represented OCSA proudly. Moreover, _____ welcomed tasks that involved a high degree of challenge and required creativity. It is clear that _____ is determined to succeed, and _____ remains dedicated to the learning process. _____ ability to manage a schedule that includes rigorous academic and arts instruction further exemplifies _____ strong work ethic.

This year, _____ has taken on the leadership role of Copy Editor. As a Copy Editor, _____ supports peers through each step of the writing process and ensures that all team members are meeting deadlines and producing excellent copywriting for the yearbook. _____ experience and unique perspective on copywriting has been a crucial part of our yearbook staff development and training. _____ is admired by _____ peers for ability to spread positivity, even in stressful environments. When peers have needed assistance, _____ has willingly provided support on many occasions. _____ sets a wonderful example of how all students should interact with one another respectfully.

_____ is a well-rounded individual who possesses high standards for achievement. _____ is a hard-working student with all the attributes necessary for success. _____ is self-disciplined, highly motivated, and committed to accomplishing tasks effectively. _____ is the kind of student that brings immense satisfaction to those of us who are in the teaching profession. I am pleased to recommend _____ for acceptance into your program based on _____ talent, leadership abilities, creativity, and perseverance that will ensure success in any endeavor.

Sincerely,

Amy Gallagher
English Literature and Composition Teacher
Yearbook Adviser
Orange County School of the Arts



April 24, 2015

Dear Sir or Madam:

Thank you for taking the time to consider _____ for your program as _____ is decidedly one of the most outstanding students and thinkers I have had the pleasure of working with this year in AP United States history. Based on my observation of _____ classroom and assessment performance, _____ is an excellent candidate for the Southern California Association of Governments Scholarship Program.

_____ entered my class as an eleventh grader eager for the challenges ahead of _____ as an AP U.S. History student. _____ willingly took on the pace of the class and made every effort to not only learn the material, but to participate in class and enhance the learning of others. _____ is a passionate learner who is constantly seeking new opportunities to challenge _____ and improve _____ critical thinking and writing skills. Above all else, I have been wonderfully impressed by _____ ability to construct interesting, complex, concise, and sound historical arguments back by valid and explicit evidence.

The most important reason, in my opinion, why _____ would make an excellent student for your summer program are _____ incredible writing skills. _____ essays (AP U.S. History Short Answer Responses, Long Essays, and Document Based Questions) in my class have continued to improve throughout the year, emerging as exemplary examples of historical argument backed by critical evidence. For our most recent writing assessment (an eight-page long research paper), _____ chose to focus on the impact of immigration trends on city development in the early 21st century. _____ interest in urban studies and development led _____ to this topic and produced a well-researched and passionate piece. _____ thesis reads as such:

In the early twentieth century, cities became the nation's centers of industry and population. New York City, from 1900 to 1930, saw its population increase by 3,493,244 residents (20th Century Statistics 32). These extreme increases in population within cities from 1900 to 1930 can be seen in many different cities, like Chicago, where 1,677,863 residents were added in these 30 years (20th Century Statistics 32). This influx of residents gave rise to peak of prosperity of these previously established centers of culture and commerce -- these newcomers were contributors to the economic welfare of these cities in the way of their work and in the way of their spending.

_____ passion for urban development has also led to _____ excitement over other trends in U.S. history like the impact of "white flight" in the 50s and school bussing reform in the 70s. For all of these reasons, not to mention the fact that _____ wants to major in a field related to urban studies, urban planning, or public policy, _____ would be an asset to the program and of course it would benefit _____ learning and experience in the field as well.

_____ is involved in _____ school, the Orange County School of the Arts, in a variety of valuable ways and has earned key awards and recognition that demonstrate _____ capabilities. For example, _____ is currently the Community Service Events Coordinator for our school's Spanish Honors Society, a prestigious club with high expectations of its applicants and members. Some of duties this year have included organizing a Christmas card writing workshop for impoverished children in Ecuador, helping to organize and manage the monthly newsletter that goes out to

| Student Name | Stu# | Grade | Sex | Birthdate | Perm ID Number | Counselor | Transcript of Student Progress | | | | |
|---|-----------------|-------|-----------|---|-----------------|-----------|---|----------------------------------|-----------------|------|-----------|
| 11 | | | | | | | April 30, 2015 Orange County School of the Arts 1010 N Main St Santa Ana, CA 92701 (714) 560-0900 Fax (714) 664-0461 | | | | |
| Parent/guardian name, address | | | | | | | | | | | |
| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp |
| Grade 9 Fall 2012-2013 | | | | Orange County School of the Arts | | | | Orange County School of the Arts | | | |
| p 0102 | Lit & Comp I H | A | 5.00 5.00 | * 0852 | Yearbook | A | 5.00 5.00 | + p 0113 | AP Lang & Comp | 5.00 | 0.00 |
| p 0308 | Algebra II/Trig | B | 5.00 5.00 | * 24022f | Core Short Stry | A | 4.00 4.00 | + p 0333 | AP Calculus BC | 5.00 | 0.00 |
| p 0409 | Biology Honors | A | 5.00 5.00 | * 24088f | Comedy Writing | A | 4.00 4.00 | + p 0522 | AP US History | 5.00 | 0.00 |
| 0500 | SOAR | A | 5.00 5.00 | * 24114F | ComicBook Write | A | 4.00 4.00 | + p 0645 | Span/Native B | 5.00 | 0.00 |
| p 0619 | Spanish IV | B | 5.00 5.00 | * 24121 | Modrn Fairytale | A | 4.00 4.00 | * 0852 | Yearbook | 5.00 | 0.00 |
| * p 0821 | Tap Dance I | A | 5.00 5.00 | Credit Att: 46.00 Cmp: 46.00 AGPA: 4.40 | | | Grade 10 Spring 2013-2014 | | | | |
| * 24089f | | A | 4.00 4.00 | Orange County School of the Arts | | | | p 0928 | Zoology | 5.00 | 0.00 |
| * 24090f | Playwrtng-10min | A | 4.00 4.00 | p 0107 | Lit & Comp II H | A | 5.00 5.00 | * 96537 | CW ArtOutreach | 4.00 | 0.00 |
| * 24100f | CoreCreativeNF | A | 4.00 4.00 | + p 0309 | Pre-Calculus | A | 5.00 5.00 | * 96558 | CWAdvShortStor | 4.00 | 0.00 |
| * 24103F | Elemnts FictnWS | A | 4.00 4.00 | p 0407 | Physics | A | 5.00 5.00 | * 96559 | CW Lit Mag | 4.00 | 0.00 |
| Credit Att: 46.00 Cmp: 46.00 AGPA: 3.60 | | | | + p 0524 | AP Wrld History | A | 5.00 5.00 | * 96560 | CW Business | 4.00 | 0.00 |
| Grade 9 Spring 2012-2013 | | | | p 0640 | Span/Native Spk | A | 5.00 5.00 | Total credit: 46.00 | | | |
| Orange County School of the Arts | | | | * 0852 | Yearbook | A | 5.00 5.00 | | | | |
| p 0102 | Lit & Comp I H | A | 5.00 5.00 | * 24026 | Songwriting | A | 4.00 4.00 | | | | |
| 0201 | Health Ed | A | 5.00 5.00 | * 24050 | Adv Scrnwrtg | A | 4.00 4.00 | | | | |
| p 0308 | Algebra II/Trig | B | 5.00 5.00 | * 24075 | Portfolio | A | 4.00 4.00 | | | | |
| p 0409 | Biology Honors | B | 5.00 5.00 | * 24210 | Horror Fiction | A | 4.00 4.00 | | | | |
| p 0619 | Spanish IV | A | 5.00 5.00 | Credit Att: 46.00 Cmp: 46.00 AGPA: 4.40 | | | | Grade 11 Fall 2014-2015 | | | |
| * p 0821 | Tap Dance I | A | 5.00 5.00 | Orange County School of the Arts | | | | + p 0113 | AP Lang & Comp | A | 5.00 5.00 |
| * 24015s | Core Poetry | A | 4.00 4.00 | + p 0333 | AP Calculus BC | B | 5.00 5.00 | + p 0522 | AP US History | A | 5.00 5.00 |
| * 24027s | Core Screenwrtg | B | 4.00 4.00 | + p 0645 | Span/Native B | A | 5.00 5.00 | p 0645 | Span/Native B | A | 5.00 5.00 |
| * 24083s | Flash Fiction | A | 4.00 4.00 | * 0852 | Yearbook | A | 5.00 5.00 | p 0928 | Zoology | A | 5.00 5.00 |
| * 24096M | Author Study | A | 4.00 4.00 | * 96505 | CW Subs & Pubs | A | 4.00 4.00 | * 96513 | CW Art Outreach | A | 4.00 4.00 |
| Credit Att: 46.00 Cmp: 46.00 AGPA: 3.60 | | | | * 96517 | CW Fairy/Folk | A | 4.00 4.00 | * 96522 | CW TopicLit III | A | 4.00 4.00 |
| Grade 10 Fall 2013-2014 | | | | Credit Att: 46.00 Cmp: 46.00 AGPA: 4.40 | | | | --WORK IN PROGRESS-- | | | |
| Orange County School of the Arts | | | | | | | | | | | |
| p 0107 | Lit & Comp II H | A | 5.00 5.00 | | | | | | | | |
| + p 0309 | Pre-Calculus | A | 5.00 5.00 | | | | | | | | |
| p 0407 | Physics | A | 5.00 5.00 | | | | | | | | |
| + p 0524 | AP Wrld History | A | 5.00 5.00 | | | | | | | | |
| p 0640 | Span/Native Spk | A | 5.00 5.00 | | | | | | | | |

| Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated | | | | CREDIT SUMMARY | | | |
|---|--|---------------|---------------|--------------------|--------------|--------|--------|
| | | Weighted | Non-Wgtd | Subject Area | Credit Req'd | Compl | Needed |
| Acad GPA (9-12) | | 4.0800 | 3.8000 | Lit & Comp I | 10.00 | 10.00 | - |
| Acad GPA (10-12) | | 4.4000 | 3.9333 | Lit & Comp II | 10.00 | 10.00 | - |
| Total GPA (9-12) | | 4.0261 | 3.8739 | Lit & Comp III | 10.00 | 5.00 | 5.00 |
| | | | | Lit & Comp IV | 10.00 | - | 10.00 |
| | | | | Wld Hist Cult/Geog | 10.00 | 10.00 | - |
| | | | | US History | 10.00 | 5.00 | 5.00 |
| | | | | Eco/Gov't | 10.00 | - | 10.00 |
| | | | | Math | 20.00 | 20.00 | - |
| | | | | Biological Science | 10.00 | 10.00 | - |
| | | | | Physical Science | 10.00 | 10.00 | - |
| | | | | Health | 5.00 | 5.00 | - |
| | | | | PE/Performing Arts | 20.00 | 10.00 | 10.00 |
| | | | | Fine Arts | 10.00 | - | 10.00 |
| | | | | World Language | 20.00 | 20.00 | - |
| | | | | Electives | 75.00 | 115.00 | - |
| | | | | * TOTALS * | 240.00 | 230.00 | 50.00 |
| District Enter: 8/24/2010 CAHSEE School Enter: 8/24/2010 ELA: Passed Math: Passed Class of 2016 | | | | | | | |
| State ID# _____ | | | | | | | |

| | |
|--|--|
| Submission Date | 04-30-2015 16:51:14 |
| Full Name | |
| Address | Street Address: City: Yorba Linda State / Province: California Postal / Zip Code: 92887 |
| County | Orange |
| Phone Number | |
| E-mail | |
| Internship Availability | July 2015 |
| Current Educational Status | High School Senior |
| Date of Graduation | 06/11/2015 |
| Name of Educational Institution | Yorba Linda High School |
| Location of Educational Institution | City: Yorba Linda State / Province: California |
| Grade Point Average (GPA) Type | Unweighted |
| Grade Point Average (GPA) | 3.59 |
| Intended College / University | Texas Christian University |
| Intended Major | political science |

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|---------------------------------|----------------|--------------------|
| Yorba Linda High School Varsity | Co-Captain | 02/2011-05/2015 |
| Best Buddies Club | Member | 09/2013-06/2015 |
| National League of Young Men | Vice-President | 09/2013-06/2015 |

Description of Responsibilities:

As a co-captain on the YLHS varsity team, I was tasked to be a leader both on and off the field as well as be a role model to the younger players on the team. As a member of the Best Buddies Club, I go into the special needs classroom at YLHS and talk with the kids, play games, and help them feel normal. As vice-president of National League of Young Men, I have the responsibilities of helping to run meetings, overseeing the community service involvement of the chapter, and filling in for the president when he is absent.

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|------------------------------------|---|--------------------|
| Meals on Wheels Page 130 of 226 | Delivered food to elderly | 06/2009-08/2015 |
| Ronald McDonald | Cooking dinner for families with children | 06/2013- |

OC-303
Orange

| | | |
|--|--|---------------------|
| House | in CHOC hospital | 06/2015 |
| Women s Transitional Learning Center | Worked various events and played with the children staying in the house | 06/2009- 06/2015 |

Brief Description of Your Participation:

With Meals on Wheels, I drive around Yorba Linda and the area surrounding it, bringing elderly people meals and keeping them company. With the Ronald McDonald House, I help cook dinner for families with loved ones in CHOC hospital and help clean up around the house. For the Women s Transitional Learning Center, I help out with various events that the center puts on, and play with the children who live in the house.

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|--------------------------|---|---------|
| Yorba Linda High School | Varsity Scholar Athlete | 06/2014 |
| National League of Young | Lieutenant Award for 35+ hours of community service | 05/2014 |
| National League of Young | Ensign Award for 20+ hours of community service | 05/2013 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|--------------|---------------|--------------------|
| None | | |

Brief Description of Your Work Responsibilities:

N/A

Essay

Letters of Recommendation

Transcript(s)

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

No matter what I do in life, I want to know that I made a difference. This is the basis of what I have planned my career, life, and overall future plans around. Whether it be beginning a career, having a family, or whatever else that may come up in life, I would like to have affected someone else in a positive way. However, to achieve this overall goal, I need to continue to work hard and keep striving for more in everything I do in order to put myself in the position in which I can help people and positively affect their lives. By doing this, I will have set myself up to make a difference whether in my career or in planning for my life.

As I stated previously, I would like to make a difference in everything I do, not excluding my future career. Next year, I am going to attend Texas Christian University where I would major in political science or criminal justice, and might attend law school after. Following college, I plan to work with law enforcement or go into politics in Washington D.C. and hopefully work as an advisor in the White House. There, I will be able to directly affect the lives of millions of people and make a positive difference in their lives.

During my undergraduate education, I hope to major in criminal justice and/or political science which I believe can help bring meaning to my life, as well as others, by allowing me to apply my learnings and help improve my country and its citizens. In other words, I would like to leave a legacy. This does not mean I am thirsting for money, fame, or power, but I want to leave a legacy of helping others and making the world a better place. In order for me to fulfill my meaningful life, I feel the desire to escape the bubble of my suburban upbringing and experience a new reality that is outside my comfort zone. This will help me discover many new perspectives and perhaps learn what hardships others have endured, thus allowing me to work to improve the plight of others.

By achieving all of these goals, I will have succeeded in making a difference and changing the lives of countless others, including my own. By taking an interest in public service now, I believe that I have already started upon a path that will lead me to the completion of my goals. There are many aspects of public policy that will shape the future of this country, and I hope that I will be a part of these plans that will help so many people throughout the country. With this scholarship, I will be able to continue on my path toward achieving my goals, as well as be able to attend the school of my dreams. In conclusion, I believe that my future career goals as well as my current activities will set me upon the right path in order to affect other's lives for the better.



FROM THE DESK OF
Matt Stine
Dept. Chair of Special Education
Head Baseball Coach
Ext 14312, mstine@pylusd.org

Yorba Linda High School 19900 Bastanchury Rd., Yorba Linda, CA 92886 (714) 986-7500

To Whom It May Concern:

It gives me great pleasure to write this letter of recommendation for _____ . I have had the pleasure of knowing _____ for four years. During this time _____ has demonstrated positive leadership qualities as both a student and athlete.

As a student _____ I had no problem setting and achieving goals on a regular basis. Throughout _____ four years of taking AP and Honors classes, _____ I has maintained approximately 3.6 GPA or higher. This alone is a direct reflection on _____ motivation and determination to excel as a high achieving student.

As an individual, _____ demonstrates characteristics that many students look up to for advice and leadership. Teachers, as well, look upon _____ character as a student who demonstrates the role of the "model citizen" here at Yorba Linda. With these characteristics there is no doubt in my mind that _____ will go far in wherever _____ future will lead _____.

In conclusion, if I was asked what words best describe _____ ; character, I would say: Integrity and commitment. It is because of these traits that _____ I is looked upon as a leader. Therefore, it is without hesitation that I highly recommend _____ I to you. I guarantee you will be pleased with the positive affect _____ has on all stakeholders involved.

Sincerely,

Matt Stine

Department Chair of Special Education/Head Baseball Coach
Yorba Linda High School
714-986-7580 x11263
mstine@pylusd.org

Run With The Stampede!

Please strongly consider accepting _____ into your freshman class.

I have had the pleasure of having _____ in my language arts class last year and this year. _____ is an excellent student who is quick to understand and comprehend. While in my class, _____ has always been respectful and one of the first to grasp the subject matter.

_____ is active beyond his academic classes. _____ has been a big part of his high school life since freshman year. _____ varsity experience put him on the Ryan Lemmon Championship Team. Additionally, _____ has been a member of the National League of Young _____ Philanthropic Service Organization (NLYM), where he volunteers in helping various not-for-profit organizations.

_____ is looking forward to studying criminal justice or international diplomacy as a preliminary step to reach _____ goal of working with the FBI. This goal seems to match personality and ability to scrutinize details.

Granting _____ admission is an investment in the future.

Sincerely,

Tyler Shelley (YLHS Language Arts Teacher)

Official Transcript

Prepared for: on 02/23/2015

DID#: _____
 Parchment Student ID: _____
 Page 1 of 1

| Student Name | Stu# | Grade | Sex | Birthdate | Perm ID Number | Counselor | Placentia-Yorba Linda Unified School District | | | | | | | |
|--|-----------------|-------|---------|-----------|---|----------------|--|--------|--------------|----------|-----------------|---------------------|------|--|
| 12 | | | | | | | February 23, 2015 Yorba Linda High School 19900 Bastanchury Rd Yorba Linda, CA 92886 (714) 986-7500 Fax (714) 986-7501 | | | | | | | |
| Parent/guardian name, address, telephone | | | | | | | | | | | | | | |
| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | | | |
| Grade 9 Fall Sem/2nd Qtr 2011-2012 | | | | | | | | | | | | | | |
| Yorba Linda High School | | | | | | | | | | | | | | |
| p 1205 | Lang Art 1-Hon | A- | 5.00 | 5.00 | p 3200 | Wld Hist | A- | 5.00 | 5.00 | + p 3247 | Govt&Pol U S-AP | 5.00 | 0.00 | |
| p 1821 | Spanish 1 | A- | 5.00 | 5.00 | * 4660 | *Ath-Baseball | A+ | 5.00 | 5.00 | * 4660 | *Ath-Baseball | 5.00 | 0.00 | |
| p 2220 | Algebra 1 | B+ | 5.00 | 5.00 | Credit Att: 30.00 Cmp: 30.00 TGPA: 3.67 | | | p 5590 | Guitar | 5.00 | 0.00 | | | |
| p 2730 | Biology | B+ | 5.00 | 5.00 | Grade 11 Fall Sem/2nd Qtr 2013-2014 | | | | | | | Total credit: 25.00 | | |
| * 4590 | *B Ath-Soccer | A | 5.00 | 5.00 | Yorba Linda High School | | | | | | | | | |
| 7500 | Health Ed | A- | 5.00 | 5.00 | p 1240 | Lang Art 3 | A- | 5.00 | 5.00 | | | | | |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 3.67 | | | | | | | | | | | | | | |
| Grade 9 Spring Sem/4th Qtr 2011-2012 | | | | | | | | | | | | | | |
| Yorba Linda High School | | | | | | | | | | | | | | |
| p 1205 | Lang Art 1-Hon | A- | 5.00 | 5.00 | + p 1833 | Spanish 3-H | B | 5.00 | 5.00 | | | | | |
| p 1821 | Spanish 1 | B | 5.00 | 5.00 | p 2242 | Algebra 2/Trig | B- | 5.00 | 5.00 | | | | | |
| p 2220 | Algebra 1 | A- | 5.00 | 5.00 | + p 2780 | Envir Sci-AP | B- | 5.00 | 5.00 | | | | | |
| p 2730 | Biology | A- | 5.00 | 5.00 | p 3220 | U S Hist | A | 5.00 | 5.00 | | | | | |
| * 4660 | *Ath-Baseball | A | 5.00 | 5.00 | * 4660 | *Ath-Baseball | A+ | 5.00 | 5.00 | | | | | |
| 7512 | Acad-Career Pln | A- | 5.00 | 5.00 | Credit Att: 30.00 Cmp: 30.00 TGPA: 3.83 | | | | | | | | | |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 3.83 | | | | | | | | | | | | | | |
| Grade 10 Fall Sem/2nd Qtr 2012-2013 | | | | | | | | | | | | | | |
| Yorba Linda High School | | | | | | | | | | | | | | |
| p 1226 | Lang Art 2-Hon | B+ | 5.00 | 5.00 | p 1240 | Lang Art 3 | A- | 5.00 | 5.00 | | | | | |
| p 1831 | Spanish 2-H | B | 5.00 | 5.00 | + p 1833 | Spanish 3-H | B | 5.00 | 5.00 | | | | | |
| p 2230 | Geometry | B | 5.00 | 5.00 | p 2242 | Algebra 2/Trig | C+ | 5.00 | 5.00 | | | | | |
| p 2740 | Chemistry | B+ | 5.00 | 5.00 | + p 2780 | Envir Sci-AP | B- | 5.00 | 5.00 | | | | | |
| p 3200 | Wld Hist | A- | 5.00 | 5.00 | p 3220 | U S Hist | A+ | 5.00 | 5.00 | | | | | |
| * 4660 | *Ath-Baseball | A+ | 5.00 | 5.00 | * 4660 | *Ath-Baseball | A+ | 5.00 | 5.00 | | | | | |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 3.33 | | | | | | | | | | | | | | |
| Grade 10 Spring Sem/4th Qtr 2012-2013 | | | | | | | | | | | | | | |
| Yorba Linda High School | | | | | | | | | | | | | | |
| p 1226 | Lang Art 2-Hon | B+ | 5.00 | 5.00 | p 1260 | Lang Art 4 | A | 5.00 | 5.00 | | | | | |
| p 1831 | Spanish 2-H | B | 5.00 | 5.00 | p 2255 | StatReasonSpt | A- | 5.00 | 5.00 | | | | | |
| p 2230 | Geometry | A- | 5.00 | 5.00 | + p 3258 | Macroecon-AP | B- | 5.00 | 5.00 | | | | | |
| p 2740 | Chemistry | B | 5.00 | 5.00 | * 4660 | *Ath-Baseball | A+ | 5.00 | 5.00 | | | | | |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 3.33 | | | | | | | | | | | | | | |
| Grade 11 Spring Sem/4th Qtr 2013-2014 | | | | | | | | | | | | | | |
| Yorba Linda High School | | | | | | | | | | | | | | |
| p 1240 | Lang Art 3 | A- | 5.00 | 5.00 | + p 5590 | Guitar | A+ | 5.00 | 5.00 | | | | | |
| p 1833 | Spanish 3-H | B | 5.00 | 5.00 | Credit Att: 25.00 Cmp: 25.00 TGPA: 4.00 | | | | | | | | | |
| p 2242 | Algebra 2/Trig | C+ | 5.00 | 5.00 | -WORK N PROGRESS- | | | | | | | | | |
| + p 2780 | Envir Sci-AP | B- | 5.00 | 5.00 | Yorba Linda High School | | | | | | | | | |
| p 3220 | U S Hist | A+ | 5.00 | 5.00 | p 1260 | Lang Art 4 | | 5.00 | 0.00 | | | | | |
| * 4660 | *Ath-Baseball | A+ | 5.00 | 5.00 | + p 2255 | StatReasonSpt | | 5.00 | 0.00 | | | | | |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 3.67 | | | | | | | | | | | | | | |
| Grade 12 Fall Sem/2nd Qtr 2014-2015 | | | | | | | | | | | | | | |
| Yorba Linda High School | | | | | | | | | | | | | | |
| p 1260 | Lang Art 4 | A | 5.00 | 5.00 | | | | | | | | | | |
| p 2255 | StatReasonSpt | A- | 5.00 | 5.00 | | | | | | | | | | |
| + p 3258 | Macroecon-AP | B- | 5.00 | 5.00 | | | | | | | | | | |
| * 4660 | *Ath-Baseball | A+ | 5.00 | 5.00 | | | | | | | | | | |
| p 5590 | Guitar | A+ | 5.00 | 5.00 | | | | | | | | | | |
| Credit Att: 25.00 Cmp: 25.00 TGPA: 4.00 | | | | | | | | | | | | | | |

| Course Tags: | | * = Non Academic | | + = Honors (weighted) | | p = College Prep | | r = Repeated | |
|---|--|-------------------|--|-----------------------|-------------|------------------|--|----------------------------------|--|
| | | Weighted | | Non-Wgtd | | Date | | Event | |
| | | Acad GPA (9-12) | | 3.65 | | 3.50 | | Hours | |
| | | Acad GPA (10-12) | | 3.63 | | 3.42 | | Community Service Hours - 40 Rqd | |
| | | Total GPA (9-12) | | 3.71 | | 3.59 | | 59.00 | |
| | | Credit Attempted: | | 205.00 | | | | | |
| | | Credit Completed: | | 205.00 | | | | | |
| District Enter: 8/15/2002 | | CAHSEE | | | | | | | |
| School Enter: 9/6/2011 | | ELA: Passed | | | | | | | |
| | | Math: Passed | | | | | | | |
| Class of 2015 | | | | | | | | | |
| State D# _____ | | | | | | | | | |
| This transcript is unofficial unless signed by a school official. | | | | | | | | | |
| Signature: _____ | | | | | Date: _____ | | | | |

| CREDIT SUMMARY | | | |
|--------------------|--------------|--------|--------|
| Subject Area | Credit Req'd | Compl | Needed |
| Language Arts I | 10.00 | 10.00 | - |
| Language Arts II | 10.00 | 10.00 | - |
| Language Arts III | 10.00 | 10.00 | - |
| Language Arts IV | 10.00 | 5.00 | 5.00 |
| World History | 10.00 | 10.00 | - |
| U.S. History | 10.00 | 10.00 | - |
| U.S. Govt. | 5.00 | - | 5.00 |
| Economics | 5.00 | 5.00 | - |
| Mathematics | 20.00 | 20.00 | - |
| Phys Science | 10.00 | 10.00 | - |
| Health | 5.00 | 5.00 | - |
| Life Science | 10.00 | 10.00 | - |
| Art/World Lang/CTE | 10.00 | 10.00 | - |
| Physical Education | 20.00 | 20.00 | - |
| Career Education | 5.00 | 5.00 | - |
| Electives | 80.00 | 65.00 | 15.00 |
| * TOTALS * | 230.00 | 205.00 | 25.00 |

This transcript is official when downloaded directly from the Parchment Exchange website. To verify the validity of the transcript, go to exchange.parchment.com/d/, select the Tracking link in the header, and search for DID# T8TVI5L.

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **OC-308**

COUNTY: **Orange**

A E L1 L2 T

PERSONAL INFORMATION:

Full Name: _____

Address: _____

City: Aliso Viejo

State: CA

Zip Code: 92656

Phone: _____

Email: _____

Availability for two-week internship in Summer 2015* (check all that apply):

June 2015

July 2015

August 2015

September 2015

**Students must be available for a two-week (80 hours) internship, in addition to attending a Regional Council meeting at the SCAG office in Los Angeles.*

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.*

Applicant's Signature

4-15-15
Date

**Students will be asked to submit proof of eligibility to work in the United States if selected as a semi-finalist.*



SOUTHERN CALIFORNIA
**ASSOCIATION of
GOVERNMENTS**

818 West 7th Street, 12th Floor
Los Angeles, CA 90017
Tel: (213) 236-1890 | Fax: (213) 236-1961
www.scag.ca.gov

2014-2015 SCHOLARSHIP PROGRAM APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **OC-308**

COUNTY: **Orange**

EDUCATIONAL INFORMATION:

Current educational status (check one):

High School Junior High School Senior Community College

If community college student, list semesters completed*:

High School: Aliso Niguel High School

City/State: Aliso Viejo, CA

Date of Graduation: June 19, 2015

Grade Point Average: 4.025

If graduating senior, name of intended college/university* University of San Diego

Intended major: International Relations/ Environmental Studies

**Graduating students must provide proof of enrollment in higher education in order to receive the scholarship award.*

Community College (if applicable):

City/State:

Grade Point Average:

Intended major:

ACTIVITIES AND INTERESTS:

A.) List and briefly describe your extracurricular activities [e.g. memberships in organizations, sports, etc.]:

| Organization Involved | Position Held | Date of Involvement |
|-----------------------------|--|---------------------------|
| West Coast Movement Project | Dancer, Instructor, & Teachers Assista | 2006- Present |
| Newspaper | Editor-in-Chief | September 2012- Present |
| WeRock Club | President | September 2012- June 2014 |
| Drill Team | Dancer | June 2011- June 2012 |
| | | |

Brief description of your responsibilities [attach additional page(s) if necessary]:

For the past 9 years, I take, teach, and assist dance classes at West Coast Movement Project. I've been active dancer for 9 years training in various genres and styles. In middle school I was asked to join the Teacher Apprentice Program and since have led my own classes, assisted around the studio, and understand dance from a teaching perspective. My role as Editor-in Chief, of my school newspaper, is to keep the paper moving throughout the month, keep the staff on track and meeting deadlines, and have the final say of what goes in the paper. The WeRock Club meets Mondays, Tuesdays, and Thursdays after school to train for the OC Marathon. My role as President was to coordinate lunchtime speakers to come talk to our club and take care of the club minutes. While on the Drill Team met 2 days a week to practice for performances and competitions.

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **OC-308**

COUNTY: **Orange**

ACTIVITIES AND INTERESTS (CONTINUED):

B.) List and briefly describe volunteer activities in which you have been involved:

| Organization | Activity | Date of Involvement |
|-------------------------|--------------------------------|--------------------------|
| National Honor Society | After-school Tutoring | December 2012- Present |
| Scouts of America | Local community service | September 2002- Present |
| Youth Leadership | Lead middle school youth group | June 2011- Present |
| Lectoring | Lector during mass | June 2012- Present |
| Hands Across the County | Local community service | August 2013- August 2014 |

Brief description of how you participated (attach additional page(s) if necessary):

As a member of National Honor Society, I tutor at the after school tutoring sessions located at Aliso Niguel and tutor at the Aliso Viejo Library. Being in Scouts for 12 years, my troop has done a variety of service oriented activities. Most recently we put on a bully seminar workshop for middle-school aged Scouts. This workshop warned them against the dangers of bullying and effects. We also worked on a badge called Sow What and packaged food being shipped off to a developing country. On top of this, my troop focused on our Gold Award Projects, which is the ultimate community service project because you identify an issue and create a sustainable solution.

C.) List honors or academic awards you have received (e.g. scholarly activities, research, etc.):

| Award/Honor | Institution/Organization | Date |
|-------------------------|--------------------------|----------------------------|
| Honor Roll | ANHS | all throughout high school |
| Esprit de Wolverine | ANHS | June 7, 2012 |
| Junior Honor Court | ANHS | June 24, 2014 |
| Student of the Semester | ANHS | February 18, 2015 |
| AP Honors Scholar | College Board | August 9, 2014 |

D.) List and briefly describe any work experience:

| Position | Employer | Dates of Employment |
|----------|----------|---------------------|
| | | |
| | | |
| | | |
| | | |

Brief description of your work responsibilities (attach additional page(s) if necessary):

Continuation of volunteer activity

Youth Leadership is a group of high school teens who lead the middle school youth group once a month. We have two planning meetings a month and prepare and discuss the materials being covered during the meeting. We also assist at our parish's La Cena event and several other activities throughout the year. Over the summer we attend a week long summit to gain leadership skills to use throughout the year.

The lector ministry provides the tools to read the scripture during mass. This ministry has given me so much confidence to speak in front of a large group, annunciate and be articulate, and practice and prepare to speak ahead of time.

Once a year, the Hands Across the County ministry at my church hosts a Families on a Mission Weekend. This weekend is full of service related projects at local organizations to be completed with your family. One year my family went to Regina's House in Santa Ana and did handyman things around the shelter and another year we cooked for all the families going out to serve.

SCAG Scholarship Essay

Over the last 17 years, my family, community, and activities have helped me identify and shaped my goals for the future. I look forward to all the educational and career based opportunities and hope to apply the skills I've learned through community service and leadership to those realms. Service has been value and practiced by my family since I was a little . It wasn't until high school that I realized that I could make a career out of serving others.

I've become extremely invested in environmental issues that are not only plaguing our local communities, but our nation and world. While it's easy to pass the blame onto developing countries, because they don't have the resources and support we have, locally we need to take responsibility for our actions that are leaving behind a large ecological footprint.

The Orange County area I've grown up in was only developed in the last 100 years. In particular, Aliso Viejo (my hometown) was created in 2001. While still a young city, there are many flaws in the development and planning that should have been addressed upon creation to alleviate the environmental impact we have on the earth. Aliso Viejo was planned to encourage future population growth and business, regardless of the environmental consequences. Forestry and canyons were cleared to develop residential communities, a golf course, shopping centers and the toll road. Rather than integrating the city within the natural surroundings, it was cleared to make room for the surplus of young families coming to this new, vibrant community. In addition, the Aliso Viejo hasn't created a mass transit system to help eliminate the emission of greenhouse gases and the burning of fossil fuels. Most families in Aliso Viejo have a car for every driver in their house. So my family has three cars that are contributing large amounts of

pollution into the atmosphere. Had the city been less spread out and consolidated, the city could have encourage the green forms of transportation including walking and bicycling.

The scary news is Aliso Viejo isn't the only community like that. Hundreds of thousands of communities around the United States were developed and planned without taking into consideration several environmental factors the city would be contributing to.

This is what has intrigued me to help make a difference not only at the local level but on the global scale. I will be attending American University in Washington D.C. in the Fall. I've been accepted to the prestigious School of International Service and will be majoring in International Relations and minoring in Public Policy and Environmental Science. As I move forward in my career, I will continue to open my heart to service and making the world around me a better place. I hope to work for the United Nations, focusing on resources and development for environmental renewable solutions. Another option I've considered is working for a non-profit organizations, such as the Gates Foundation and the Clinton Foundation. I feel as though these opportunities are perfect platform for further change and development in the world.

I see the world differently than most people. I view it as a puzzle full of missing pieces that individuals can bring forth and share with the world. My puzzle piece would be my goal-oriented mind that tries to generate solutions for issues in our world. My goals and the steps I take to achieve them are logical, resourceful, and full of integrity. For any change to occur, it must start internally. From there, it can spread to locally then have a positive effect on the world.

Janice M. Patronite, Esq.
California Court of Appeal
601 W. Santa Ana Blvd.
Santa Ana, California 92701
949-892-0664
janice.patronite@jud.ca.gov

October 27, 2014

Re

I am happy to write this letter of recommendation on behalf of . I met at our parish when was a small and have watched develop into a talented and accomplished young . I have gotten to know better in the last four years during participation in our parish lector ministry, of which I am coordinator. is always superbly well-prepared and, despite being the only high school member, is one of our best.

Since freshman year, has been a youth leader in the parish high school youth ministry. In sophomore year, after recognizing the need for leadership training for the group, initiated, developed, and executed a training program, consisting of a full week's retreat for 30 high school students. coordinated the retreat from start to finish, creating the agenda, securing and scheduling speakers, arranging for transportation, housing, and meals, and handling all the unplanned situations that arose. The retreat was very well received by the students and adult coordinators alike.

The program developed was acclaimed and so well-done and professional it was adopted by the diocese as the prototype for youth leadership training for its approximately 70 parishes.

is a role model for peers and well-respected by them and adults alike. Although highly talented, is hard working, unpretentious, collaborative, and inclusive. I have found to be well-grounded and self-motivating.

would make an excellent recipient of this scholarship and I highly recommend without qualification.

Please contact me should you have any questions.

Sincerely,
Janice M. Patronite
Lead Attorney
Chambers of Hon. David A. Thompson
California Court of Appeal



Aliso Niguel High School

28000 Wolverine Way • Aliso Viejo • California 92656

(949) 831-5590 • FAX (949) 448-9854

www.alisoniguel.com

LETTER OF RECOMMENDATION

October, 2014

is bright, articulate, goal-oriented and committed. has a good moral compass, integrity and a drive to make a difference on a global scale. Inspired by UN Goodwill Ambassador, Watson, hopes one day to work for an influential organization that has the power to affect large scale change. Having traveled extensively with family, has been exposed to a variety of languages and cultures. travels have sparked an adventurous spirit and a solutions mindset to the problems has identified. In own life, has taken every adverse or difficult time and turned it around to produce a positive outcome.

Academically, enjoys being challenged by peers. is fueled by innovative and creative minds and is more focused on the process of learning than the end result, a grade. own creative energy has been demonstrated as leads the Aliso Niguel High School newspaper staff to produce the Growling Wolverine. As Editor-in-Chief, must use organizational skills to manage a class of thirty-five students, make decisions and guiding the writers in the process of being on a production schedule.

As a nine year dancer at West Coast Movement Project, has grown from a shy little to a confident young . now not only trains at the studio, but assists and teaches own group of budding young dancers. is thankful for the opportunity to apply leadership skills to something loves.

Scouts has provided with lifelong friendships and an opportunity to participate in many community service projects. The most meaningful was her Gold Award project. Frustrated by the lack of a viable leadership curriculum in church's Youth Leadership Program, designed and implemented a five day overnight retreat. managed a group of people with differing opinions and created own vision. The result was a huge success and all of efforts resulted in a well- planned activity that ran smoothly. Future leaders will have the benefit of step by step guide book to walk them through the process followed.

is an exceptional candidate for university admission. I highly recommend for any scholarship opportunities.

Sincerely,

Vicki Hecht, Academic Advisor

*A California Distinguished School
A National Blue Ribbon School*

| | | | | | |
|--|-----------|-----------|----------------|-----------|---|
| Student Name | Grade Sex | Birthdate | Perm ID Number | Counselor | Transcript of Student Progress February 17, 2015 Aliso Niguel High School 28000 Wolverine Way Aliso Viejo, CA 92656 (949) 831-5590 |
| 12 | | | | | |
| Parent/guardian name, address, telephone | | | | | |

| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp |
|---|-----------------|------|-----------|---|-----------------|------|-----------|---|-----------------|------|-----------|
| Grade 8 Fall 2010-2011 | | | | + p 2043 AP Eur His (HP) B 5.00 5.00 | | | | Credit Att: 35.00 Cmp: 35.00 AGPA: 4.17 | | | |
| Don Juan Avila Middle School | | | | p 3783 Chemistry (P) A- 5.00 5.00 | | | | Grade 12 Fall 2014-2015 | | | |
| p 1693 | Spanish I (P) | A | 5.00 5.00 | p 4333 | EnglishIIAcc(P) | A- | 5.00 5.00 | Aliso Niguel High School | | | |
| p 2873 | Algebra I (P) | B | 5.00 5.00 | p 4403 | AlgII/TrgAcc(P) | A- | 5.00 5.00 | + p 2123 | AP Am Gvt/Ecn(| A- | 5.00 5.00 |
| MS credits not included in HS GPA's | | | | Credit Att: 30.00 Cmp: 30.00 AGPA: 4.00 | | | | + p 2673 | AP Statistics(H | B | 5.00 5.00 |
| Grade 8 Spring 2010-2011 | | | | Grade 10 Spring 2012-2013 | | | | + p 2753 | AP Lit/Cmp(HP) | B | 5.00 5.00 |
| Don Juan Avila Middle School | | | | Aliso Niguel High School | | | | + p 3093 | AP Environ Sci | A- | 5.00 5.00 |
| p 1694 | Spanish I (P) | A | 5.00 5.00 | p 1714 | Spanish III (P) | B+ | 5.00 5.00 | 6392 | Newspaper | A+ | 5.00 5.00 |
| p 2874 | Algebra I (P) | B | 5.00 5.00 | 1871 | Newspaper | A- | 5.00 5.00 | Credit Att: 25.00 Cmp: 25.00 AGPA: 4.40 | | | |
| MS credits not included in HS GPA's | | | | + p 2044 | AP Eur His (HP) | B | 5.00 5.00 | --WORK IN PROGRESS-- | | | |
| Grade 9 Fall 2011-2012 | | | | p 3784 | Chemistry (P) | A | 5.00 5.00 | Aliso Niguel High School | | | |
| Aliso Niguel High School | | | | p 4334 | EnglishIIAcc(P) | A- | 5.00 5.00 | + p 2124 | AP Am Gvt/Ecn(| | 5.00 0.00 |
| p 1703 | Spanish II (P) | A | 5.00 5.00 | p 4404 | AlgII/TrgAcc(P) | B | 5.00 5.00 | + p 2674 | AP Statistics(H | | 5.00 0.00 |
| p 2893 | Geometry (P) | A | 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 AGPA: 3.67 | | | | + p 2754 | AP Lit/Cmp(HP) | | 5.00 0.00 |
| 2911 | Health | A | 5.00 5.00 | Grade 11 Fall 2013-2014 | | | | + p 3094 | AP Environ Sci | | 5.00 0.00 |
| * 3553 | Drill Team | A+ | 5.00 5.00 | Aliso Niguel High School | | | | 6392 | Newspaper | | 5.00 0.00 |
| p 3693 | Biology (P) | A- | 5.00 5.00 | + p 1723 | AP Spnsh IV(HP) | B+ | 5.00 5.00 | Total credit: 25.00 | | | |
| p 4423 | EnglishIAcc(P) | A- | 5.00 5.00 | 1871 | Newspaper | A+ | 5.00 5.00 | | | | |
| 9042 | College&Career | A+ | 5.00 5.00 | + p 2033 | AP Am Hist (HP) | B | 5.00 5.00 | | | | |
| Credit Att: 35.00 Cmp: 35.00 AGPA: 4.00 | | | | + p 2963 | AP Lang/Cmp(HP | B- | 5.00 5.00 | | | | |
| Grade 9 Spring 2011-2012 | | | | + p 3373 | AP Physics B(HP | B+ | 5.00 5.00 | | | | |
| Aliso Niguel High School | | | | + p 6243 | Hon Precalculus | B | 5.00 5.00 | | | | |
| p 1704 | Spanish II (P) | A | 5.00 5.00 | * 6961 | Power Walking | A | 5.00 5.00 | | | | |
| p 2731 | Sp/Deb Acc(P) | A | 5.00 5.00 | Credit Att: 35.00 Cmp: 35.00 AGPA: 4.00 | | | | | | | |
| p 2894 | Geometry (P) | A | 5.00 5.00 | Grade 11 Spring 2013-2014 | | | | | | | |
| * 3554 | Drill Team | A+ | 5.00 5.00 | Aliso Niguel High School | | | | | | | |
| p 3694 | Biology (P) | A- | 5.00 5.00 | + p 1724 | AP Spnsh IV(HP) | A- | 5.00 5.00 | | | | |
| p 4424 | EnglishIAcc(P) | A- | 5.00 5.00 | 1871 | Newspaper | A+ | 5.00 5.00 | | | | |
| Credit Att: 30.00 Cmp: 30.00 AGPA: 4.00 | | | | + p 2034 | AP Am Hist (HP) | B | 5.00 5.00 | | | | |
| Grade 10 Fall 2012-2013 | | | | + p 2964 | AP Lang/Cmp(HP | B+ | 5.00 5.00 | | | | |
| Aliso Niguel High School | | | | + p 3374 | AP Physics B(HP | B- | 5.00 5.00 | | | | |
| p 1713 | Spanish III (P) | A- | 5.00 5.00 | + p 6244 | Hon Precalculus | B- | 5.00 5.00 | | | | |
| 1871 | Newspaper | A | 5.00 5.00 | * 6961 | Power Walking | A | 5.00 5.00 | | | | |



Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated

| <table style="width:100%;"> <tr> <th style="text-align: left;">Weighted</th> <th style="text-align: left;">Non-Wgtd</th> </tr> <tr> <td>Acad GPA (9-12)</td> <td>4.0250 3.6250</td> </tr> <tr> <td>Acad GPA (10-12)</td> <td>4.0345 3.4828</td> </tr> <tr> <td>Total GPA (9-12)</td> <td>4.0227 3.6591</td> </tr> <tr> <td>Credit Attempted:</td> <td>220.00</td> </tr> <tr> <td>Credit Completed:</td> <td>220.00</td> </tr> <tr> <td>Class Size:</td> <td>733</td> </tr> <tr> <td>Decile Rank</td> <td>2</td> </tr> <tr> <td colspan="2">Ranked by Weighted Academic GPA</td> </tr> <tr> <td>District Enter: 9/5/2002</td> <td>CAHSEE</td> </tr> <tr> <td>School Enter: 9/7/2011</td> <td>ELA: Passed</td> </tr> <tr> <td></td> <td>Math: Passed</td> </tr> <tr> <td colspan="2" style="text-align: center;">Class of 2015</td> </tr> <tr> <td colspan="2">State ID#</td> </tr> </table> | Weighted | Non-Wgtd | Acad GPA (9-12) | 4.0250 3.6250 | Acad GPA (10-12) | 4.0345 3.4828 | Total GPA (9-12) | 4.0227 3.6591 | Credit Attempted: | 220.00 | Credit Completed: | 220.00 | Class Size: | 733 | Decile Rank | 2 | Ranked by Weighted Academic GPA | | District Enter: 9/5/2002 | CAHSEE | School Enter: 9/7/2011 | ELA: Passed | | Math: Passed | Class of 2015 | | State ID# | | <table style="width:100%;"> <tr> <th>Date</th> <th>Event</th> <th>Hours</th> </tr> <tr> <td>01/15</td> <td>Superintendents/Principals Honor Roll</td> <td></td> </tr> <tr> <td>06/14</td> <td>Superintendents/Principals Honor Roll</td> <td></td> </tr> <tr> <td>02/14</td> <td>Superintendents/Principals Honor Roll</td> <td></td> </tr> <tr> <td>02/13</td> <td>Superintendents/Principals Honor Roll</td> <td></td> </tr> <tr> <td>06/12</td> <td>Superintendents/Principals Honor Roll</td> <td></td> </tr> <tr> <td>02/12</td> <td>Superintendents/Principals Honor Roll</td> <td></td> </tr> <tr> <td>06/13</td> <td>Principals Honor Roll</td> <td></td> </tr> </table> | Date | Event | Hours | 01/15 | Superintendents/Principals Honor Roll | | 06/14 | Superintendents/Principals Honor Roll | | 02/14 | Superintendents/Principals Honor Roll | | 02/13 | Superintendents/Principals Honor Roll | | 06/12 | Superintendents/Principals Honor Roll | | 02/12 | Superintendents/Principals Honor Roll | | 06/13 | Principals Honor Roll | | <table style="width:100%;"> <tr> <th colspan="4">CREDIT SUMMARY</th> </tr> <tr> <th>Subject Area</th> <th>Credit Req'd</th> <th>Compl</th> <th>Needed</th> </tr> <tr> <td>American Govern</td> <td>5.00</td> <td>5.00</td> <td>-</td> </tr> <tr> <td>Biological Science</td> <td>10.00</td> <td>10.00</td> <td>-</td> </tr> <tr> <td>Physical Science</td> <td>10.00</td> <td>10.00</td> <td>-</td> </tr> <tr> <td>English</td> <td>40.00</td> <td>40.00</td> <td>-</td> </tr> <tr> <td>Economics</td> <td>5.00</td> <td>-</td> <td>5.00</td> </tr> <tr> <td>World History/Geo</td> <td>10.00</td> <td>10.00</td> <td>-</td> </tr> <tr> <td>US History</td> <td>10.00</td> <td>10.00</td> <td>-</td> </tr> <tr> <td>Geography</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Fine Arts/Wld Lang</td> <td>10.00</td> <td>10.00</td> <td>-</td> </tr> <tr> <td>Mathematics</td> <td>10.00</td> <td>10.00</td> <td>-</td> </tr> <tr> <td>Algebra</td> <td>10.00</td> <td>10.00</td> <td>-</td> </tr> <tr> <td>Physical Education</td> <td>20.00</td> <td>20.00</td> <td>-</td> </tr> <tr> <td>College & Career</td> <td>5.00</td> <td>5.00</td> <td>-</td> </tr> <tr> <td>Health</td> <td>5.00</td> <td>5.00</td> <td>-</td> </tr> <tr> <td>Electives</td> <td>70.00</td> <td>75.00</td> <td>-</td> </tr> <tr> <td>* TOTALS *</td> <td>220.00</td> <td>220.00</td> <td>5.00</td> </tr> </table> | CREDIT SUMMARY | | | | Subject Area | Credit Req'd | Compl | Needed | American Govern | 5.00 | 5.00 | - | Biological Science | 10.00 | 10.00 | - | Physical Science | 10.00 | 10.00 | - | English | 40.00 | 40.00 | - | Economics | 5.00 | - | 5.00 | World History/Geo | 10.00 | 10.00 | - | US History | 10.00 | 10.00 | - | Geography | - | - | - | Fine Arts/Wld Lang | 10.00 | 10.00 | - | Mathematics | 10.00 | 10.00 | - | Algebra | 10.00 | 10.00 | - | Physical Education | 20.00 | 20.00 | - | College & Career | 5.00 | 5.00 | - | Health | 5.00 | 5.00 | - | Electives | 70.00 | 75.00 | - | * TOTALS * | 220.00 | 220.00 | 5.00 |
|--|---------------------------------------|---------------|-----------------|-----------------------------|------------------|-----------------------------|------------------|-----------------------------|-------------------|---------------|-------------------|---------------|-------------|------------|-------------|----------|---------------------------------|--|--------------------------|--------|------------------------|--------------------|--|---------------------|----------------------|--|-----------|--|--|------|-------|-------|-------|---------------------------------------|--|-------|---------------------------------------|--|-------|---------------------------------------|--|-------|---------------------------------------|--|-------|---------------------------------------|--|-------|---------------------------------------|--|-------|-----------------------|--|--|----------------|--|--|--|--------------|--------------|-------|--------|-----------------|------|------|---|--------------------|-------|-------|---|------------------|-------|-------|---|---------|-------|-------|---|-----------|------|---|------|-------------------|-------|-------|---|------------|-------|-------|---|-----------|---|---|---|--------------------|-------|-------|---|-------------|-------|-------|---|---------|-------|-------|---|--------------------|-------|-------|---|------------------|------|------|---|--------|------|------|---|-----------|-------|-------|---|-------------------|---------------|---------------|-------------|
| Weighted | Non-Wgtd | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acad GPA (9-12) | 4.0250 3.6250 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acad GPA (10-12) | 4.0345 3.4828 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total GPA (9-12) | 4.0227 3.6591 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Attempted: | 220.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Completed: | 220.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class Size: | 733 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Decile Rank | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ranked by Weighted Academic GPA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| District Enter: 9/5/2002 | CAHSEE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Enter: 9/7/2011 | ELA: Passed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Math: Passed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class of 2015 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State ID# | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date | Event | Hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01/15 | Superintendents/Principals Honor Roll | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06/14 | Superintendents/Principals Honor Roll | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02/14 | Superintendents/Principals Honor Roll | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02/13 | Superintendents/Principals Honor Roll | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06/12 | Superintendents/Principals Honor Roll | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 02/12 | Superintendents/Principals Honor Roll | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 06/13 | Principals Honor Roll | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CREDIT SUMMARY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Area | Credit Req'd | Compl | Needed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Govern | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Biological Science | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Science | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English | 40.00 | 40.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economics | 5.00 | - | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| World History/Geo | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| US History | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Geography | - | - | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fine Arts/Wld Lang | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Algebra | 10.00 | 10.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physical Education | 20.00 | 20.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College & Career | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health | 5.00 | 5.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electives | 70.00 | 75.00 | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * TOTALS * | 220.00 | 220.00 | 5.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

CERTIFIED COPY

This transcript is unofficial unless signed by a school official.

Signature: John Stanley Registrar

Date: 2/17/15

**SCHOLARSHIP COMMITTEE
REPORT**

ATTACHMENT 4

**RIVERSIDE COUNTY
APPLICATIONS
403, 407 & 408**

| | |
|--|--|
| Submission Date | 04-29-2015 20:38:13 |
| Full Name | |
| Address | Street Address: City: Palm Desert State / Province: California Postal / Zip Code: 92211 |
| County | Riverside |
| Phone Number | |
| E-mail | |
| Internship Availability | July 2015 August 2015 |
| Current Educational Status | High School Junior |
| Date of Graduation | 05/28/2016 |
| Name of Educational Institution | Palm Desert High School |
| Location of Educational Institution | City: Palm Desert State / Province: California |
| Grade Point Average (GPA) Type | Unweighted |
| Grade Point Average (GPA) | 3.73 |
| Intended College / University | UCLA |
| Intended Major | Business/Economics |

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|-----------------------------|-----------------|--------------------|
| Youth Advisory Council | Co-Commissioner | 09/2012-present |
| Iron Chefs Club | Member | 09/2013-present |
| Junior Statesmen of America | Member | 09/2012-present |
| | Captain | 06/2012-09/2014 |

Description of Responsibilities:

In Youth Advisory Council I oversee the council and fulfill duties that the commissioner is not able to also I have the responsibility to attend every sub-committee meeting the council takes part in. In Iron Chefs club we explore cultures and traditions of other nations and have the opportunity to listen to speakers from that nation. In the next school year I plan to run for Vice-President of Iron Chefs club as I have showed I am a committed and active member. In Junior Statesmen of America (Debate club) I am a very active member when it come to debating about controversial issues around the world. In this club I have learned to speak for myself to express my opinions, along with this I have gained leadership abilities. In total I have played two years and a half of football. In the last season I suffered a major injury that forced me to end my years of high school football. I suffered my injury in August and had to face the decision of getting major surgery on my shoulder which is what ended my career. I eventually opted out and will have surgery done in the future so it does not affect my growth. Since my shoulder is still injured it keeps me from joining back. In my second year of I was voted captain of the JV team by my teammates because of my

skill and leadership. If I was to play the season I got hurt I would have been a key part of the on the Varsity level. At the temple I am one of the oldest kids so the parents and kids see me as an role model because of this I am able to teach the kids about the Sikh religion and help them with school.

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|--------------------------|-------------------------------------|--------------------|
| Youth Advisory Council | Service around the Coachella Valley | 09/2012-present |
| Palm Springs Sikh Temple | Community Kitchen | 04/2010-present |
| Jakara Movement | Camps fro Sikh Children | 06/2012-present |
| Baseball Buddies | Playing Baseball with the Disabled | 03/2015-04/2015 |
| | | |

Brief Description of Your Participation:

In youth advisory council our objective is to help where it is needed. We also plan our own events that we feel will help the youth of Coachella Valley. Along with that I am known around the Palm Springs Sikh temple as being a major contributor to the community kitchen. On Sundays that I am available I work in the community kitchen for about 4 hours doing various things like, washing the dishes, cooking, and serving food. Since high school I have accumulated about 275 hours of service at the Temple but, I have been serving there since it opened in 2010. I am also a member of the Jakara Movement which is a Sikh organization that holds various camps across California. At these camps I am able to inform the youth about the Sikh religion and how to deal with bullying. I have had about 25 hours of service at these camps. I also participate in Baseball buddies, this event consists of helping those who are mentally or physically disabled play baseball and enjoy what they are able to.

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|-------------------------|--|---------|
| Palm Desert High School | Honor Roll | 05/2014 |
| Palm Desert High School | Honor Roll | 05/2013 |
| Palm Desert High School | High Honor Roll | 04/2015 |
| Palm Desert High School | Scholar-Athlete Award | 12/2013 |
| Palm Desert High School | Student of the month, received awards from many government associations. | 01/2015 |
| Botball | Published author on research paper of autonomous vehicles | 07/2012 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|----------------------|---------------|--------------------|
| 7/11 | Employee | 06/2014-08/2014 |
| Khalsa Holdings INC. | Assistant | 06/2013-08/2013 |

Brief Description of Your Work Responsibilities:

At 7/11 I had the opportunity to take many of the training courses that are required by the managers that works there. Along with that I learned how to make the various reports that are required at the franchise and how to handle the financial situations. Also the year before that I was able to work in my parents company where I had the responsibility of making cash reports and stocking shelves.

Letters of Recommendation

Transcript(s)

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

**RS-403
Riverside**

As I walk down the streets I tend to get a lot of intimidating stares, maybe it is because of my turban or maybe it is my large frame. Whatever it is, I always have one thing on my mind, to help people that are in need and to spread the message of giving back to the community. Being the Co-Commissioner of Supervisor John J. Benoit's Youth Advisory Council 4th district, I am able to help the community and spread my leadership abilities by planning and participating in events that are within the fourth district. The overall purpose of the council is to have youth help other youth, one of our main goals for this year, was to help areas in the fourth district that are poverty stricken, unincorporated areas, where there are large amounts of high school dropouts and immense amounts of driving under the influence. This is where my interests in public service spark from, as I wish to help individuals in need and help spread awareness of various issues that are present in these areas.

As the council is run under Supervisor John J. Benoit, it is a part of the Riverside county. Because of that I have been able to obtain various experiences with different levels of government, while gaining knowledge and interest in government jobs. The Commissioner and I have started to plan a DUI event titled "Think Before you Drink", which is taking place on May 8th to spread awareness of driving under the influence during prom and the various festivals that take place in the Coachella Valley. For this event I have been working with Coachella Valley Association of Governments (CVAG) which has helped me gain experiences in the world of government. Being able to plan this event has given me interests in public service and the event can be seen as a public service event that as people are becoming aware of the hazards of drinking and driving. With my newly aspired interest in government I had the opportunity to shadow

supervisor John Benoit during Youth in Government Day. Being able to see what the supervisor does on a daily basis perked my interest and gave me experiences that I thought were not associated with government. Being in Youth Advisory Council has really given me a new passion in public service and the planning that go behind these services.

As a kid I have always wanted to do something in the business world because my parents have a business, and because of this I have always had their mindset of achieving what they did but better. By observing what the supervisor does, and planning events through Youth Advisory Council have allowed me to see that business and government compliment each other. Recognizing the similarities, I can see how my interests can be fulfilled by the different jobs involved in public planning and service. By sitting in meetings that require leadership and teamwork along with starting events from nothing.

Within in the past two years I have been able to achieve my goals of leaving a lasting impact and getting the community involved in public services to a minor extent. I have also been able to spread the awareness of Sikhism within the Coachella Valley with the help of my sister. In April of 2013 my sister and I planned and executed a successful vigil for the students that lost their lives during Sandy Hook Elementary School tragedy. During this event we were able to get the Sikh and non-Sikh community of the Coachella Valley to come to the Palm Springs Sikh Temple and honor the victims. In addition I have been an active member in the youth leadership group at the Palm Springs Sikh Temple by organizing one-day camps. These one-day camps were organized for young children to help them understand the Sikh religion and to help inform them about issues such as bullying, discrimination, and education. Events such as the one-day camps allow

me to practice my planning skills, and are well thought out as I use my own experience to help others. . Being the Co-Commissioner of the council, it requires a great amount of public speaking. Yet speaking in public would not have been easy if it were not for a presentation that I gave on Sikhism for the Inter-faith Association of Palm Springs. This event had an audience of about one hundred people in which I was able to practice public speaking and public service. With this presentation I was able to let the community understand how the youth of the Palm Springs Temple has participated in endless selfless service acts such as a free kitchen for any individual in the community, regardless of religion or race.

In conclusion, the scholarship and internship would help me gain experience which would be beneficial to my future as I plan to go to a university and obtain both a bachelors and masters degree in Business/Economics. Over the past two years I have participated in many events that have shown my interest in public service and government. In addition by receiving this scholarship and internship, it will not only benefit me, but also my parents so they can fully accept that I have accomplished the goal I have always wanted to, which is leaving a lasting impact in the community that people notice and are appreciative of.

County of Riverside

RIVERSIDE OFFICE:
4080 Lemon Street, 5th Floor
Riverside, CA 92502-1647
(951) 955-1040
Fax (951) 955-2194



DISTRICT OFFICE/MAILING ADDRESS:
73-710 Fred Waring Drive, Suite 222
Palm Desert, CA 92260-2574
(760) 863-8211
Fax (760) 863-8905

SUPERVISOR JOHN J. BENOIT FOURTH DISTRICT

April 27, 2015

Southern California Association of Governments
Attn: SCAG 2015 Scholarship Program
818 West 7th Street, 12th Floor
Los Angeles, CA 90017

Re: Itender Badesha

Dear Scholarship Review Committee:

It is my pleasure to recommend _____, a member of the Riverside County Fourth District Youth Advisory Council (YAC), for the Southern California Association of Governments (SCAG) Scholarship Program. As a member of YAC, _____ advises the Riverside County Board of Supervisors on a wide range of youth related issues. I have first-hand knowledge of _____'s ability to handle complex issues and to work as a member of an important team.

_____ 's commitment to community service has been evident by the many events _____ has actively participated in while serving on the council. _____ has been involved in the annual Youth Summit, a DUI awareness event and an extensive cleanup in the unincorporated area of North Shore, amongst many others. In addition, _____ led the council's initiative for a tutoring program in the eastern Coachella Valley.

_____ began his first term with YAC during the 2012-2013 academic year and this year served as Co-Commissioner for the Fourth District Youth Advisory Council. _____ has demonstrated leadership skills in _____ role as a representative for Palm Desert High School and the youth of the Coachella Valley. _____ stands apart from _____ peers because of _____ level of responsibility and poise. _____ has taken _____ role in the Riverside County Youth Advisory Council very seriously and has served as an example for all members.

I highly recommend _____ for consideration of your scholarship and internship. _____ looks forward to furthering his education and your favorable decision will allow _____ to achieve _____ fullest potential.

Please feel free to contact me at (760) 863-8211 should you have any questions regarding this recommendation.

Sincerely,

JOHN J. BENOIT
Supervisor, Fourth District



PALM DESERT HIGH SCHOOL

A CALIFORNIA DISTINGUISHED SCHOOL

74-910 Aztec Road
Palm Desert, CA 92260
(760) 862-4300

To Whom It May Concern:

It is my pleasure to recommend _____ for the Southern California Association of Governments Scholarship Program. _____ is currently a student in my Advanced Placement US History course at Palm Desert High School. _____ is an exceptional _____ who is a pleasure to have in class.

_____ has taken an array of Advanced Placement and Honors classes throughout high school. _____ has demonstrated _____ academic potential by achieving a remarkable 4.45 grade point average and has received High Honor Roll recognition each semester at PDHS. _____ is a quiet leader both inside and outside the classroom. I have seen _____ kindness and compassion for others in the way that _____ reacts to situations and through the language _____ chooses during discussions. _____ is, in many ways, more mature than _____ peers. _____ also has a fabulous sense of humor and can be wickedly funny. These personal characteristics along with _____ work ethic and innate intelligence make _____ a positive role model; someone who is highly regarded by _____ peers and the faculty members at PDHS.

In addition to rigorous courses, _____ has been involved in a wide variety of extra curricular activities. _____ has been a member of a variety of clubs including Junior Statesmen of America (the debate club), and the Iron Chefs Club. _____ was also a member of the high school _____ team until a shoulder injury forced him into early retirement this year. _____ was captain of the junior varsity team last year, which demonstrates the respect _____'s teammates have for _____. _____ has spent a great deal of time since freshman year volunteering with the Riverside County Youth Advisory Council. This year _____ was elected Co-Commissioner of the organization. One of the projects the Youth Advisory Council has worked on is a DUI seminar that will be presented to high schools throughout the county. _____ is also active at his Temple. _____ volunteers as a youth leader, has worked at summer camps, and has also volunteered with the Interfaith Association.

_____ has demonstrated a spirit of public service, volunteerism and leadership throughout high school. I believe _____ would be a perfect candidate for the SCAG Scholarship Program. If you have any questions, please contact me at melinda.larson@dsusd.us.

Sincerely,

A handwritten signature in black ink that reads "Melinda M. Larson".

Melinda M. Larson
Social Studies teacher

Student Transcript

Accredited: Western Association of Schools and Colleges

Palm Desert High
74-910 Aztec Road
Palm Desert, CA 92260

Principal: Robert Hicks
(760) 862-4300

State ID:

Social Security:

Graduation Date:

Student ID:

Birth Date:

Current Grade: 11

Graduation Year: 2016

Year: 2012-13

School: Palm Desert High

| Course | SMR | SEM1 | SEM2 | Credit |
|--------------|-----|------|------|--------|
| English I HP | | A | A | 10 |
| Geometry HP | | B | B | 10 |
| Athletic PE | | A | A | 10 |
| Biology HP | | B | A | 10 |
| Spanish I CP | | A | A | 10 |
| Art I | | A | B | 10 |

2012-13 Credit: 60.000

Year: 2014-15

School: Palm Desert High

| Course | SMR | SEM1 | SEM2 | Credit |
|------------------------------|-----|------|------|--------|
| AP English Language and Comp | | A | | 5 |
| AP US History | | A | | 5 |
| Pre-Calculus HP | | A | | 5 |
| AP Biology | | B | | 5 |
| Anatomy/Phys CP | | A | | 5 |
| Spanish III CP | | A | | 5 |

2014-15 Credit: 30.000

Grade: 09

Year: 2013-14

School: Palm Desert High

| Course | SMR | SEM1 | SEM2 | Credit |
|------------------|-----|------|------|--------|
| English II HP | | A | A | 10 |
| AP World History | | A | A | 10 |
| Algebra II HP | | B | B | 10 |
| Athletic PE | | A | A | 10 |
| Chemistry HP | | B | A | 10 |
| Spanish II CP | | A | A | 10 |

2013-14 Credit: 60.000

Grade: 10

| Type | GPA | Rank |
|------------------------------|--------|----------|
| Cumulative Unweighted | 3.7333 | 38 / 469 |
| Cumulative Weighted | 4.3333 | 40 / 469 |
| Cum. DSUSD Weighted | 4.4533 | 41 / 469 |
| Total Credit: 150.000 | | |

Test Scores

| | | | | | |
|-------------|-----------|-----|------------|-----------|-----|
| CAHSEE Math | 3/18/2014 | 434 | CAHSEE ELA | 3/18/2014 | 409 |
|-------------|-----------|-----|------------|-----------|-----|

SCAG 2015

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **RS-407**

COUNTY: **Riverside**

A E L1 L2 T

PERSONAL INFORMATION:

Full Name: _____

Address: _____

City: Corona

State: CA

Zip Code: 92880

Phone: _____

Email: _____

Availability for two-week internship in Summer 2015* (check all that apply):

June 2015

July 2015

August 2015

September 2015

**Students must be available for a two-week (80 hours) internship, in addition to attending a Regional Council meeting at the SCAG office in Los Angeles.*

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.*

4/16/2015

Applicant's Signature

Date

**Students will be asked to submit proof of eligibility to work in the United States if selected as a semi-finalist.*



SOUTHERN CALIFORNIA
**ASSOCIATION of
GOVERNMENTS**

818 West 7th Street, 12th Floor
Los Angeles, CA 90017
Tel. (213) 236-1800 | Fax: (213) 236-1961
www.scag.ca.gov

SCAG 2015 SCHOLARSHIP PROGRAM APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **RS-407**

COUNTY: **Riverside**

EDUCATIONAL INFORMATION:

Current educational status (check one):

High School Junior High School Senior Community College

If community college student, list semesters completed*:

High School: Centennial High School

City/State: Corona, Ca

Date of Graduation: June 3rd, 2015

Grade Point Average: 3.6

If graduating senior, name of intended college/university* UC Riverside

Intended major: Public Policy, Health/Population and International/Foreign Policy Track

**Graduating students must provide proof of enrollment in higher education in order to receive the scholarship award.*

Community College (if applicable):

City/State:

Grade Point Average:

Intended major:

ACTIVITIES AND INTERESTS:

A.) List and briefly describe your extracurricular activities [e.g. memberships in organizations, sports, etc.]:

| Organization Involved | Position Held | Date of Involvement |
|--------------------------------|---------------------------|---------------------|
| ASB | Executive Board Secretary | 2014-2016 |
| UNITY Youth Advisory Council | | 01/14-06/15 |
| Rotary Youth Leadership Awards | Alumni/Administrator | 12/14-04/15 |
| IBSA Mentoring | President | 09/12-09/14 |
| | | |

Brief description of your responsibilities (attach additional page[s] if necessary):

SCAG 3075
SCHOLARSHIP PROGRAM
 APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **RS-407**

COUNTY: **Riverside**

ACTIVITIES AND INTERESTS (CONTINUED):

B.) List and briefly describe volunteer activities in which you have been involved:

| Organization | Activity | Date of Involvement |
|--------------|----------|---------------------|
| | | |
| | | |
| | | |
| | | |

Brief description of how you participated [attach additional page(s) if necessary]:
 see resume

C.) List honors or academic awards you have received (e.g. scholarly activities, research, etc.):

| Award/Honor | Institution/Organization | Date |
|------------------------|--------------------------|-------|
| AP Scholar with Honors | College Board | 04/14 |
| Youth Leadership Award | Rotary | 04/14 |
| School Board Award | CNUUSD | 04/15 |
| | | |
| | | |

D.) List and briefly describe any work experience:

| Position | Employer | Dates of Employment |
|-----------------------|-------------------|---------------------|
| Retail Team Member | Raging Waters | 04/14-09/14 |
| Administrative Intern | Corona-Norco YMCA | 04/14-09/14 |
| Sandwich Artist | Subway | 03/15-present |
| | | |
| | | |

Brief description of your work responsibilities [attach additional page(s) if necessary]:

Education

Centennial High School

Expected Graduation June 2015

- AP Scholar & Honors Award Winner
- Rotary Youth Leadership Award Winner
- CNUSD School Board Award
- SAT Score: 1890
- GPA: 3.6/4.0

Attending UC Riverside in Fall 2015

- Public Policy Major
 - Health/Population and International/Foreign Policy Track

Professional Experience/Extra Curricular Activities

- Administrative Intern at Corona-Norco YMCA *04/2014-08/2014*
 - Assisted in managing nine YMCA locations offering State and First 5 funded preschool programs for low income families
- UNITY Youth Advisory Councilmember *01/2014-present*
 - Led community and county wide presentations on drug awareness
 - Volunteered for the World Kindness Youth Conference, Corona-Norco Day of the Child
 - Co-hosted the SOS: Teens offering Solutions – Preventing Underage Drinking Town Hall with the City of Corona Mayor Karen Spiegel
- IBSA Mentoring President *09/2011-08/2014*
 - Coordinated the Stallings Elementary and Garretson Elementary mentoring program for 90 Title 1 elementary students on a weekly basis
- Centennial HS ASB Executive Board Secretary *05/2014-present*
 - Managed financial portfolio and led the student council representing 3,000+ students
- Rotary Youth Leadership Awards Alumni *04/2014-04/2015*
 - Acted as a camp counselor and administrator for over 300 students

Skills

- Bilingual in Urdu and English
- Event planning, including marketing and managing a budget for the following events:
 - 2014/2015 Homecoming, Sadie Hawken's Dance, Winter Formal and Prom
 - District 5330's Rotary Youth Leadership Awards (largest in the world)
 - Liberty in North Korea (LiNK) Jangmadang tour Presentation

It was very difficult for me to comprehend that a 75 year old woman was unable to sign her granddaughter up for subsidized/free preschool service because she couldn't speak English. But that didn't stop me from helping her finish the 27 page form. Assisting her taught me what poverty was, which isn't laziness or greed but helplessness. She worked from 6 am to 6 pm and had no place for her granddaughter to go to. She didn't know how to help her family, and in that particular moment, a skinny 16 year old high school student knew exactly how. That summer I woke up at 6 AM on Tuesdays and Thursdays and 9 AM on Mondays and Wednesday to go to my job and then my internship and I loved every second of it.

The US allows its population to obtain an education and eventually move up the social ladder and I want to not only continue this tradition, but improve it. Bringing education and opportunity to rural and isolated areas involves not only a school building, but sustainable infrastructure and development such as roads, solar panels and indoor plumbing. Tackling multi-faceted issues is my passion, and eventually seeing the effect of my work upon society is my greatest reward. Public Policy is neither an experimental or theoretical field of study, it involves statistics where neither variable can be changed with a click of a button. Public servants do not choose to serve an affluent or low-income area and are playing the cards they are dealt. Their job is to serve *their* community the best they can and their only motivation stems from the outcome not any material reward or salary, which would be relatively marginal at best. This selfless, almost altruistic aspect of Public Service is what makes it the most attractive for me because I want a career which I can fully invest myself in and eventually make my lifestyle.

Part of my future includes holding an internship during my undergraduate years, preferably at the county or state level. I am currently considering the AFROTC program, where I would be giving 4 years of

military service as an Air Force Officer after graduation. After graduating from UC Riverside with my Public Policy degree, I plan to enter either a state or federal level position with the CDC or its state-level equivalent. Regardless of my immediate post-undergraduate plan, I have a strong desire to eventually join the US Foreign Service because of my extensive experience and fascination with other cultures. While I do have strong ambitions and dreams, I won't try to plan my life beyond 10 years, since political endeavors hardly ever go well planned (ask Nixon). However, I can conclude that my future definitely involves an element of service and relative selflessness. Thank you for your consideration!

Rachel Martin, CHES
2820 Clark Ave
Norco, CA 90712

December 1, 2014

To whom this may concern,

I am honored to write this letter of recommendation for _____ . I have known _____ for nearly a year through the United Neighbors Involving Today's Youth (UNITY) Youth Advisory Council. During this time, _____ demonstrated _____ skills as a leader, a public speaker, and a professional committed to any task to which _____ was assigned and eagerness to participate in community activities and volunteer efforts.

During Council meetings _____ is an active participant with _____ ideas, creativity and willingness to volunteer _____ time and energy for multiple projects. During an important project in the spring of 2014, _____ played a key role in the planning, organizing and implementing of our 2014 Town Hall event; S.O.S Students Offering Solutions: Preventing Underage Drinking. _____ also hosted this event with the City of Corona's Mayor, Karen Spiegel.

_____ also continues to demonstrate _____ role as a leader and a professional. During the Day of the Child event in Corona, _____ managed the Tobacco Education and Prevention booth and educated the community about the harms of tobacco. _____ serves as ASB Executive Board Secretary for Centennial High School, volunteered as an administrative intern at the Corona-Norco YMCA and is the IBSA Mentoring President coordinating mentoring programs at two elementary schools.

Throughout _____ academic career, _____ has upheld himself to be of great value. _____ is a first generation college student from a low-income family and throughout _____ college career, _____ skills will continue to develop as _____ exhibits outstanding qualities of integrity and genuineness to all _____ comes interacts with. I highly recommend _____ , as _____ would be a valuable addition to the SCAG program.

Sincerely,

Rachel Martin, CHES
Health Education Consultant
Corona-Norco USD
rmartin@cnusd.k12.ca.us
951-736-5136

Centennial High School

1820 Rimpau Ave. Corona, CA 92881 (951) 739-5670
www.cnusd.k12.ca.us/cehs



February 15, 2015

To Whom It May Concern:

It is a pleasure to recommend _____ as a candidate for your scholarship. _____ is currently a student in my International Baccalaureate History of the Americas class and completed my Advanced Placement U.S. History course last year. _____ always enters the room with an upbeat attitude and has been a pleasant addition to my classes.

_____ is frequently one of the first students to volunteer an answer in class, or give a dramatic reading of a document for discussion. _____ offers thoughtful responses to questions posed to the class as well as in exams and essays. Although _____ does not have the highest grade in the class, _____ shows great interest in the topic at hand. _____ possesses keen critical thinking skills and is able to write with succinctness. I do not think I have ever seen _____ without a smile on _____ face. _____ has a wonderful sense of humor and is well liked by _____ peers. This makes _____ a popular choice for group activities. _____ has strong leadership skills and is able to push _____ group to perform and excel.

_____ is a diploma candidate in the IB program at Centennial. Even with this rigorous course load _____ had been able to participate in the Associated Student Body (ASB). As the ASB Executive Board Secretary _____ works in the student store and manages the finances of the organization. _____ is also actively involved in a number of school clubs and community volunteer activities. _____ outgoing personality serve _____ will in these undertakings.

I urge you to please give much consideration to _____ application. _____ is a highly motivated and driven young _____ and will put your scholarship to good use. Please feel free to contact me if you have any further questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Milissa Zierer", written in a cursive style.

Milissa Zierer
Centennial High School
Social Studies Department

| | | |
|----------------------------|------------------|---------------|
| Student Name/Address/Phone | Student ID | Gender |
| | SSN | Date of Birth |
| | State Student ID | Ethnicity |
| | Place of Birth | |



Corona-Norco Unified SD
Official Transcript

Centennial High
1820 Rimpau Ave
Corona, CA 92881

951-739-5670

| | |
|-----------|------------|
| Issued To | Print Date |
| | 04/23/2015 |
| | 1 of 1 |

| Entry Date | Counselor | Term Ending | Class of | Grade |
|-----------------------------|-------------|-------------|--------------|-------|
| 08/10/2011 | | 12/19/2014 | 2015 | 12 |
| Exit Date | Exit Reason | Grad Date | Diploma Type | |
| | | | | |
| GPA Type | GPA | Crdt Atmpt | Class Rank | |
| 9-12 Unweighted | 3.000 | 240.000 | 319 of 723 | |
| 9-12 Weighted | 3.604 | 240.000 | 204 of 723 | |
| Total Credits Earned | | 235.000 | | |

| Course ID | Course | Mrk | Credits | Course ID | Course | Mrk | Credits | Work In Progress | Entry | Exit | | | | | | |
|--|-----------------------|--------------|----------------|--|-----------------------|--------------|----------------|--|---------------------------|----------------------------------|-----------------|-----------------|---------------|-------------|-------|-------|
| Centennial High Grd 09 Semester 1 12/11 | | | | Centennial High Summer School Grd 11 Summer 06/13 | | | | Centennial High Grd 12 | | | | | | | | |
| *+896106 | World Geog 1A Hnr MYP | B- | 5.000 | 907501 | HEALTH | A | 5.000 | 919032 | LEADERSHIP ASB | 01/12/15 | 06/04/15 | | | | | |
| *+891050 | Lang Arts 1A Hnr MYP | B | 5.000 | *903007 | ALG 2A | B+ | 5.000 | 923512 | PRECAL 1B HNR | 01/12/15 | 06/04/15 | | | | | |
| *+898325 | Biology 1A Hnr MYP | B | 5.000 | TERM: | GPA | 3.500 | Credits | 10.000 | 941008 | LANG ARTS 4B IB HL2 | 01/12/15 | 06/04/15 | | | | |
| *814023IB | Spanish 2A | F | 5.000 | CUMULATIVE: | GPA | 3.444 | Credits | 130.000 | 942006 | HIST OF THE AMERICAS 1B 01/12/15 | 06/04/15 | | | | | |
| *+893055 | Geom 1A Hnr MYP | C- | 5.000 | Centennial High Grd 11 Semester 1 12/13 | | | | 943514 | MATH STUD 1B HNR IB | 01/12/15 | 06/04/15 | | | | | |
| 819098IB | PE | A | 5.000 | 919031 | LEADERSHIP ASB | A+ | 5.000 | 945008 | ART/DESIGN IB B | 01/12/15 | 06/04/15 | | | | | |
| TERM: | GPA | 3.667 | Credits | *919031 | LEADERSHIP ASB | A+ | 5.000 | School Enrollment | | | State ID | CBC | | | | |
| CUMULATIVE: | GPA | 3.667 | Credits | *+941005 | LANG ARTS 3A IB HLT | B | 5.000 | Centennial High | | | 3367033330446 | | | | | |
| | | | | *+936007 | AP SPANISH LANGUAGE A | B+ | 5.000 | Entry | | | 08/11 | 09 Track Change | | | | |
| Centennial High Grd 09 Semester 2 05/12 | | | | *+943511 | PRECAL 1A HNR IB | C | 5.000 | Standardized Test Scores | | | | Date | Scores | | | |
| *+896107 | World Geog 1B Hnr MYP | B- | 5.000 | *+934520 | AP ENV SCIENCE 1A | B | 5.000 | California High School Exit Exam | | | | | | | | |
| *+891051 | Lang Arts 1B Hnr MYP | B | 5.000 | *+932005 | AP US HIST 1A | B- | 5.000 | CAHSEE - Language Arts | | | | 03/13 | P/P S:407 | | | |
| *+898326 | Biology 1B Hnr MYP | A | 5.000 | TERM: | GPA | 3.833 | Credits | 30.000 | CAHSEE - Mathematics | | | | 03/13 | P/P S:433 | | |
| *814024IB | Spanish 2B | B | 5.000 | CUMULATIVE: | GPA | 3.515 | Credits | 160.000 | Student Activities | | | | Grade | Date | | |
| *+893056 | Geom 1B Hnr MYP | D- | 5.000 | Centennial High Grd 11 Semester 2 05/14 | | | | S - | Swimming | - | 02/13 | 06/13 | | | | |
| 819099IB | PE | A | 5.000 | 919032 | LEADERSHIP ASB | A | 5.000 | S - | Swimming | - | 02/14 | 05/14 | | | | |
| TERM: | GPA | 3.500 | Credits | *+949111 | THEORY OF KNOWLEDGE | A- | 5.000 | Other ASB Officer | | | | HS | 10/14 | 06/15 | | |
| CUMULATIVE: | GPA | 3.583 | Credits | *+941006 | LANG ARTS 3B IB HL1 | A- | 5.000 | Immunizations | | | | Date(s) | | | | |
| | | | | *+936008 | AP SPANISH LANGUAGE B | B | 5.000 | DTP/DTaP/DTTd | | | | 10/97 | 12/97 | 02/98 | 10/99 | |
| Santiago High Summer School Grd 10 Summer 06/12 | | | | *+943512 | PRECAL 1B HNR IB | D- | 5.000 | HEPATITIS B | | | | 09/97 | 10/97 | 03/98 | | |
| *903505SS2 | GEO 1B | B- | 5.000 | *+934521 | AP ENV SCIENCE 1B | B | 5.000 | HIB Meningitis | | | | 12/97 | 01/98 | 03/98 | 09/98 | |
| TERM: | GPA | 3.000 | Credits | *+932006 | AP US HIST 1B | C | 5.000 | MMR | | | | 01/99 | 10/02 | | | |
| CUMULATIVE: | GPA | 3.538 | Credits | TERM: | GPA | 3.714 | Credits | 35.000 | POLIO (OPV or IPV) | | | | 10/97 | 12/97 | 02/98 | 10/02 |
| | | | | CUMULATIVE: | GPA | 3.550 | Credits | 195.000 | VARICELLA (Chicken Pox) | | | | 06/09 | | | |
| Centennial High Grd 10 Semester 1 12/12 | | | | Corona High Summer School Grd 12 Summer 07/14 | | | | Centennial High Grd 12 Semester 1 12/14 | | | | | | | | |
| *+841003 | LANG ARTS 2A HNR MYP | B | 5.000 | *903008 | ALG 2B | A | 5.000 | 919031 | LEADERSHIP ASB | A | 5.000 | HEPATITIS A | | 10/02 | 08/06 | |
| *+946005 | SPANISH 3A | B | 5.000 | TERM: | GPA | 4.000 | Credits | 5.000 | *+949112 | THEORY OF KNOWLEDGE | A | 5.000 | Tdap | | 02/11 | |
| *+943007 | ALG 2A HNR IB/MYP | D | 5.000 | CUMULATIVE: | GPA | 3.561 | Credits | 200.000 | *+945007 | ART/DESIGN IB A | B | 5.000 | | | | |
| 947002 | PE | A | 5.000 | Centennial High Grd 10 Semester 2 05/13 | | | | *+942005 | HIST OF THE AMERICAS 1A | C | 5.000 | | | | | |
| *+944507 | CHEMISTRY HNR HL1 1A | B | 5.000 | *+941004 | LANG ARTS 2B HNR MYP | B- | 5.000 | *+941007 | LANG ARTS 4A IB HL2 | A | 5.000 | | | | | |
| *+932001 | AP WRLD HIST 1A | A | 5.000 | *+943008 | ALG 2B HNR IB/MYP | F | 0.000 | *+944003 | BIOLOGY IB HL2 1A | C- | 5.000 | | | | | |
| TERM: | GPA | 3.500 | Credits | 917005 | AQUATICS | A | 5.000 | *+943513 | MATH STUD 1A HNR IB | C- | 5.000 | | | | | |
| CUMULATIVE: | GPA | 3.526 | Credits | *+944508 | CHEMISTRY HNR HL1 1B | B- | 5.000 | TERM: | GPA | 3.857 | Credits | 35.000 | | | | |
| | | | | *+932002 | AP WRLD HIST 1B | A | 5.000 | CUMULATIVE: | GPA | 3.604 | Credits | 235.000 | | | | |
| | | | | TERM: | GPA | 3.167 | Credits | 25.000 | | | | | | | | |
| | | | | CUMULATIVE: | GPA | 3.440 | Credits | 120.000 | | | | | | | | |

OFFICIAL TRANSCRIPT

Course Flags (*UC/CSU Approved, +Weighted GPA, RRepeated) Column Labels (Mrk/Achievement, Scores P/Pass/Fail, S:Scaled Score)

Linda J. Fair, Registrar 04-23-15
School Official's Signature

SCAG 2015

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **RS-408**

COUNTY: **Riverside**

A E L1 L2 T

PERSONAL INFORMATION:

Full Name: _____

Address: _____

City: Rialto

State: CA

Zip Code: 92376

Phone: _____

Email: _____

Availability for two-week internship in Summer 2015* (check all that apply):

June 2015

July 2015

August 2015

September 2015

**Students must be available for a two-week (80 hours) internship, in addition to attending a Regional Council meeting at the SCAG office in Los Angeles.*

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.*

Applicant's Signature _____

Date _____

**Students will be asked to submit proof of eligibility to work in the United States if selected as a semi-finalist.*



SOUTHERN CALIFORNIA
**ASSOCIATION of
GOVERNMENTS**

818 West 7th Street, 12th Floor
Los Angeles, CA 90017
Tel. (213) 236-1800 | Fax: (213) 236-1961
www.scag.ca.gov

SCAG 2015

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **RS-408**

COUNTY: **Riverside**

EDUCATIONAL INFORMATION:

Current educational status (check one):

High School Junior High School Senior Community College

If community college student, list semesters completed*:

High School: Aminia Carter High School

City/State: Rialto, CA

Date of Graduation: 2016

Grade Point Average: 3.4

If graduating senior, name of intended college/university*

Intended major:

**Graduating students must provide proof of enrollment in higher education in order to receive the scholarship award.*

Community College (if applicable):

City/State:

Grade Point Average:

Intended major:

ACTIVITIES AND INTERESTS:

A.) List and briefly describe your extracurricular activities (e.g. memberships in organizations, sports, etc.):

| Organization Involved | Position Held | Date of Involvement |
|--|----------------------|---------------------|
| Interact Club | Secretary | 2014 - 2015 |
| Advanced via Individual Determination Club | Participates in AVID | 2014 - 2015 |
| French Club | Fundraising | 2013 |
| | | |

Brief description of your responsibilities (attach additional page[s] if necessary):

Our duties in interact club is to provide volunteer work for students to help the community. My job as Secretary is to take notes on all Interact events, and set up activities for the club. In Advanced via Individual Determination club we participate in all AVID activities.

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **RS-408**

COUNTY: **Riverside**

ACTIVITIES AND INTERESTS (CONTINUED):

B.) List and briefly describe volunteer activities in which you have been involved:

| Organization | Activity | Date of Involvement |
|-------------------------|--------------------------------------|---------------------|
| Interact Volunteer work | Made Food baskets | 2014 - 2015 |
| Interact Volunteer work | Halloween Hijinks | 2014 - 2015 |
| Helping Hands Pantry | make food bags for families in need. | 2014 - 2015 |
| | | |

Brief description of how you participated (attach additional page(s) if necessary):

In the volunteer activities I've done are all ways to help benefit my community. In Helping Hands Pantry we have a chance to make food baskets for those families that are most in need in San Bernardino. The volunteer work for Interact club, we set up activities every month to come up with ways to benefit our community.

C.) List honors or academic awards you have received (e.g. scholarly activities, research, etc.):

| Award/Honor | Institution/Organization | Date |
|-------------|--------------------------|-------------|
| Honor Roll | Carter High school | 2012 - 2013 |
| Honor Roll | Carter High school | 2013 - 2014 |
| Honor Roll | Carter High school | 2014 - 2015 |
| | | |

D.) List and briefly describe any work experience:

| Position | Employer | Dates of Employment |
|----------|----------|---------------------|
| N/A | | |
| | | |
| | | |
| | | |

Brief description of your work responsibilities (attach additional page(s) if necessary):

12 April 2015

Urban Planning and Future career goals

Growing up I remember constantly getting asked the question, “what do you want to be when you grow up” and I would automatically answer that my dream was to become an architect. While other kids in 3rd grade would say they wanted to be teachers, firefighters, vets etc. I was fascinated by the construction in the world around me. My father is the greatest instructor I’ve ever known, due to him my interests in urban planning and architecture have grown throughout the years. He didn’t have many opportunities to follow his career interest, but he truly has inspired me to follow my dreams and to fight for them. I’ve gained enough motivation for myself to find and go after the goals I have set up for my future.

I have considered an interest in urban planning since it will be greatly satisfying being able to help the environment in a way that would make each individual live better. Helping others has always been a first priority to me and it makes me more passionate about it when I know my works can be benefit to others. I know for a fact that I want to be involved in a career that includes being an urban planner, architect, interior designer, or an urban designer. Having these kinds of ambitions since such an early age has served a great advantage for me because it has only made me want to go beyond my limits. To be able to come up with attributions that will help humanity and cities become stronger, really gives me encouragement to do so. I understand that the world around us keeps changing everyday, and urban planners do anything in their power to help cities adjust to those changes.

The idea to become an urban planner has captivated me in a way that inspires me to do things that would benefit the world we live in. As the population grows and climate change is becoming a greater matter, makes it more important to have individuals able to adapt to their surroundings. Having a chance to provide safety and comfort to a community makes the task even more exciting for me, and gives me motivations on making my dreams come true. Settling for a career path as an urban planner makes my task stimulating because I know it will be something that will truly keep me captivated. As a person with initiatives and dedication for my future, I'm sure that the career as an urban planner has truly captured my ambition.

When it comes to my career goals, I know that I want to keep expanding my education and open up to new ideas. I've always been taught that education was an important factor to treasure and indeed it is. I want to be able to attend the universities of my choice and follow my career ambition. I'm convinced that the major I want to obtain is on urban planning, interior designing, or architecture. I know that nothing comes easily, but with hard work I would be able to follow my dreams, and be the first in my family to go to college. My father always says to me, "This world is no fairy tale, but you can always make one by dreaming and designing your own castles."

April 13, 2015

To whom it may concern:

Greetings!


I am very pleased to have the opportunity to highly recommend

As a Spanish teacher at Carter High School, I have had the privilege of working closely with _____ for my Spanish IV AP Language class. During this time, I have found _____ to be very resourceful and full of initiative in the classroom. _____ is a dedicated and responsible person and highly respected by _____ peers and exhibits compassion and care for them as well. _____ continuously asks questions to satisfy _____ intellectual curiosity. _____ always works to capacity level, comes well prepared and is highly motivated which allows _____ to show original thought and take advantage of time and opportunities as well. _____ is fully bilingual and biliterate both in English and Spanish, which has helped _____ to achieve high grades in her assignments. _____ is an intelligent and driven individual who will rise to the challenge of meeting the demands of any given task.

It is my recommendation that _____ should be given the opportunity to meet the challenge of any endeavor _____ may be asked.

For further inquiries, I can be reached at:
(909) 854-4100 ext. 24203

Cordially,



Mrs. Ana Lucía Rojano
Spanish teacher

March 23, 2015

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for . I had the pleasure of having as a student in my Advanced Placement US History class during this, 11th grade year here at Wilmer Amina Carter High School. It is during that time that I have come to appreciate this young discipline, personality, and exemplary work habits. is extremely active both in and outside of the academic environment.

is a young who immediately displays eagerness to learn and be successful. is disciplined in approach to schoolwork and proves this by willingness to ask questions when a point is not understood and un-willingness to "just be another student". is more than happy to sit at the front of the class in order to listen and is not shy about participating in class discussions, often making salient and interesting points to which further discussion and learning can be attributed.

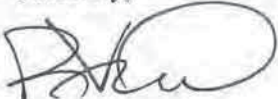
is a born leader, someone who is not afraid to voice opinion. has displayed this character attribute time in my classroom and by being involved in various student programs on campus as well as multiple memberships in clubs and groups at the school. is very active in the AVID program here at school and is a vital member of both the French Club and Interact Club (in which is the secretary). As if this weren't enough, is also challenging in various Advanced Placement classes.

Apart from many diverse academic and extra-curricular activities on campus, is also active in the local community. has been involved in various volunteer groups such as the Helping Hands Pantry as well as doing much community service through the Interact Club.

In conclusion, has proven to me, as well as I am sure will to you that is a worthy addition to any academic or professional institution. is a hard-worker and a leader as well as a great member to any team. is the epitome of a life-long learner. Someone who is willing to challenge , ask questions when necessary, and succeed at all costs.

Please feel free to contact me with any questions or concerns.

Sincerely,



Rafael Vicente
Social Science Teacher,
Wilmer Amina Carter High School, Rialto, Ca
(909) 854-4100, x23208

| | | | | | | | | | | | |
|---------------|----------|------------------|-----|---|--|------------|--|---|--|----------------------------|--|
| Student Name | | | | Rialto Unified School District Carter High School Accredited by the Western Association of Schools and Colleges | | | | Carter High School 2630 N Linden Avenue Rialto, CA 92377 | | | |
| Perm ID | State ID | Grd 11 | Gen | | | | | | | | |
| Date Of Birth | | Phone | | Diploma Type | | | | Phone 909-854-4100 | | Fax 909-574-8217 | |
| Home Address | | | | Leave Date | | Leave Code | | Counselor | | | |

| Subject | Course Title | Mark | Cred Att/Cmp | Subject | Course Title | Mark | Cred Att/Cmp | Graduation Requirements - Credit Summary | | | | | |
|---|---------------------|------|---|---|----------------------------|------|---|--|------------------|---------------|--------------|--|--|
| Carter High School 2630 N Linden Avenue, Rialto, CA, 92377 909-854-4100 Yr: 2012 Term: S1 Grade: 09 | | | | Carter High School 2630 N Linden Avenue, Rialto, CA, 92377 909-854-4100 Yr: 2013 Term: S2 Grade: 10 | | | | Subject Area | Req'd | Compl | Needed | | |
| F | English 9P | B | 5.00 / 5.00 | F | English 10HP | A | 5.00 / 5.00 | U.S. History | 10.00 | 5.00 | 5.00 | | |
| H | Geometry P | B | 5.00 / 5.00 | H | Alg II P | B | 5.00 / 5.00 | Government | 5.00 | 0.00 | 5.00 | | |
| J | Biol P | B | 5.00 / 5.00 | I | Chem HP | C | 5.00 / 5.00 | Economics | 5.00 | 0.00 | 5.00 | | |
| N | French IP | B | 5.00 / 5.00 | E | AP European History | B | 5.00 / 5.00 | World History | 10.00 | 10.00 | | | |
| G | PE 9 Fall | B | 5.00 / 5.00 | Z | French IIP | B | 5.00 / 5.00 | English | 40.00 | 25.00 | 15.00 | | |
| Z | Avid 9 | A | 5.00 / 5.00 | Cred Att: 30.00 Cred Cmp: 30.00 GPA: 3.67 | | | | Physical Education | 20.00 | 10.00 | 10.00 | | |
| Cred Att: 30.00 Cred Cmp: 30.00 GPA: 3.17 | | | Carter High School 2630 N Linden Avenue, Rialto, CA, 92377 909-854-4100 Yr: 2014 Term: S1 Grade: 11 | | | | | Math | 30.00 | 25.00 | 5.00 | | |
| Carter High School 2630 N Linden Avenue, Rialto, CA, 92377 909-854-4100 Yr: 2012 Term: S2 Grade: 09 | | | | Carter High School 2630 N Linden Avenue, Rialto, CA, 92377 909-854-4100 Yr: 2013 Term: S1 Grade: 10 | | | | | Physical Science | 10.00 | 10.00 | | |
| F | English 9P | A | 5.00 / 5.00 | Z | Avid 11 | A | 5.00 / 5.00 | Biological Science | 10.00 | 10.00 | | | |
| H | Geometry P | C | 5.00 / 5.00 | F | AP English Lit/Composition | C | 5.00 / 5.00 | Health Education | 5.00 | 0.00 | 5.00 | | |
| J | Biol P | B | 5.00 / 5.00 | H | Pre-Calculus P | C | 5.00 / 5.00 | Vocational Education | 10.00 | 5.00 | 5.00 | | |
| N | French IP | B | 5.00 / 5.00 | M | Anm Ant Phy P | A | 5.00 / 5.00 | Fine Art/Foreign Language | 10.00 | 10.00 | | | |
| G | PE 9 Spring | C | 5.00 / 5.00 | B | AP U.S. History | B | 5.00 / 5.00 | Elective | 55.00 | 40.00 | 15.00 | | |
| Z | Avid 9 | A | 5.00 / 5.00 | Z | AP Spanish IV Language | A | 5.00 / 5.00 | TOTALS | 220.00 | 150.00 | 70.00 | | |
| Cred Att: 30.00 Cred Cmp: 30.00 GPA: 3.00 | | | Cred Att: 30.00 Cred Cmp: 30.00 GPA: 3.67 | | | | Graduation Requirements - Test History | | | | | | |
| Carter High School 2630 N Linden Avenue, Rialto, CA, 92377 909-854-4100 Yr: 2013 Term: S1 Grade: 10 | | | | Carter High School 2630 N Linden Avenue, Rialto, CA, 92377 909-854-4100 Yr: 2013 Term: S2 Grade: 10 | | | | Test Name | Admin Dt | Score | Result | | |
| Z | Avid 10 | A | 5.00 / 5.00 | Z | Avid 10 | A | 5.00 / 5.00 | CAHSEE ELA | 02/04/2014 | 373 | Passed | | |
| F | English 10HP | B | 5.00 / 5.00 | Continued on next column... | | | | CAHSEE MATH | 02/05/2014 | 383 | Passed | | |
| H | Alg II P | B | 5.00 / 5.00 | | | | | | | | | | |
| I | Chem HP | B | 5.00 / 5.00 | | | | | | | | | | |
| E | AP European History | C | 5.00 / 5.00 | | | | | | | | | | |
| Z | French IIP | B | 5.00 / 5.00 | | | | | | | | | | |
| Cred Att: 30.00 Cred Cmp: 30.00 GPA: 3.50 | | | | | | | | | | | | | |

| GPA SUMMARY | | Immunization | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------------------|----------------|----------------------------|---|---|---|---|---|---|---|
| Cal Grant | | REQ (Rotatec) | | | | | | | |
| Weighted GPA CH | 3.40 | TB (Mantoux TB) | | | | | | | |
| UC/Cal State GPA | 3.27 | PNM (Pneumococcal) | | | | | | | |
| Cal Grant GPA CH | 3.11 | RAV (Rotavirus) | | | | | | | |
| Enter Date | 05/01/2007 | TDP (Tdap Booster) | | | | | | | |
| Ranked By | Weighted | VAR (Varicella) | | | | | | | |
| Class Rank | 108 out of 580 | TBX (TB X-Ray) | | | | | | | |
| Graduation Date | | TD (Tetanus and Diphtheri) | | | | | | | |
| Class of 2016 | | MMR (Measles, mumps, Rub) | | | | | | | |
| | | HIB (Haemophilis Influenz) | | | | | | | |
| | | HPA (Hepatitis A) | | | | | | | |
| | | DTP (Diphtheria, tetanus) | | | | | | | |
| | | FLU (Flu Vaccine/ FluMist) | | | | | | | |
| | | IPV (Polio IPV or OPV) | | | | | | | |
| | | MGT (Meningitis) | | | | | | | |
| | | HPB (Hepatitis B) | | | | | | | |
| | | HPV | | | | | | | |

Registrar Signature _____ 02/11/2015

**SCHOLARSHIP COMMITTEE
REPORT**

ATTACHMENT 5

**SAN BERNARDINO COUNTY
APPLICATIONS
501, 502 & 503**

| | |
|--|---|
| Submission Date | 04-30-2015 21:16:32 |
| Full Name | |
| Address | Street Address: City: Rancho Cucamonga State / Province: California Postal / Zip Code: 91739 |
| County | San Bernardino |
| Phone Number | |
| E-mail | |
| Internship Availability | July 2015 August 2015 |
| Current Educational Status | High School Junior |
| Date of Graduation | 06/06/2015 |
| Name of Educational Institution | Thacher School |
| Location of Educational Institution | City: Ojai State / Province: California |
| Grade Point Average (GPA) Type | Unweighted |
| Grade Point Average (GPA) | 3.91 |
| Intended College / University | High School Junior |
| Intended Major | High School Junior |

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|-------------------------|---------------|--------------------|
| Thacher Notes Newspaper | Writer | 09/13 to present |
| United Cultures Club | Member | 09/12 to present |
| Thacher Volleyball | Player | 09/12 to present |
| Thacher Basketball | Player | 02/13 to present |

Description of Responsibilities:

As a writer on my school's newspaper, I have written pieces ranging from the consciousness of socioeconomic diversity to the morality of beauty pageants. I have also organized fun digital competitions for students and created and published surveys regarding the demographics of the student body.

Through the United Cultures Club, I attended a Student Diversity and Leader Conference as a representative of my school. I also help organize activities, like movie screenings, that expose my school to a diverse range of world views.

As a dedicated and experienced member of my school's volleyball team, I help bring enthusiasm into tough games and step up to the plate when a consistent server is needed to win the game.

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|--------------------|--------------------------|--------------------|
| A Place to Grow | Teacher Assistant | 09/12 to present |
| Thacher School | Singing to the Elderly | 09/14 to present |
| Thacher School | Talking with the elderly | 03/14 to 06/14 |
| Paul Biane Library | Shelving Books | 07/14 to 08/14 |

Brief Description of Your Participation:

A Place to Grow, true to its namesake, is an environment that nourishes special needs children. I help these children flourish in a safe place and help them develop life skills. Spending time with children, goofing off or listening to them when no one else will, is the best part of my week.

Every week I visit two nursing homes along with a singing group composed of my classmates. We pleasure the crowd with classics like "Lean on Me" and "Edelweiss."

Last spring, I visited a nursing home once a week to talk and spend time with those who lived there. I shared my own stories and learned about backgrounds different from my own.

In my beloved local library, I help keep the library orderly and ease the workload of the librarians by sorting and shelving books.

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|----------------|---------------------------|---------|
| Thacher School | Commendation in English | 06/14 |
| Thacher School | Commendation in History | 06/13 |
| Thacher School | Commendation in Chemistry | 06/14 |
| Thacher School | Commendation in Spanish | 06/14 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|-----------------|-----------------------|--------------------|
| Thacher School | Peer Tutor | 09/14-present |
| UCLA Camp Kesem | Counselor in Training | 03/15-present |

Brief Description of Your Work Responsibilities:

As a peer tutor, I offer weekly sessions to my classmates. I help students edit essays for applications and school assignments.

Camp Kesem is a weeklong camp that provides children of cancer patients with a warm and understanding environment. I was formerly a camper but this year have become a counselor in training. Currently, I am fundraising for the camp, so that cost does not hinder any campers from being able to attend. During the actual camp session in June, I will assist counselors in facilitating fun activities like arts and crafts and also activities like discussions about how we all cope with the illness of a parent.

Transcript(s)

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

The SCAG scholarship program is the perfect opportunity for me to explore public policy, emerge into the world of urban planning, and cultivate my passion for improving my community.

My parents, both teachers, understood the pricelessness of a quality education and went to great lengths to secure such an education for me. They knew if I attended the local public school that the probability that I would attend a great university and eventually possess the ability to select virtually any job would decrease drastically, so they rejected sending me to the public high school in the neighborhood I had lived in my whole life. My parents have only been able to provide me with a private education because of generous financial aid. The efforts of parents have paid off in full. My private high school provides me with a spectacular education; however, the fact that my parents doubted the quality of the public school in my neighborhood reflects a serious issue in American society, the racial wealth gap.

In America, there is an immense chasm between the rich and the poor; coincidentally, this chasm separates the majority of whites from people of color. It is not a coincidence that the public school my parents rejected was primarily African American. The racial wealth gap has contributed to and perpetuated the existing issues in Southern California's education system. Students from richer neighborhoods attend superb public schools, graduate, and go on to college, while the poor possess neither the means nor education to attend colleges. The wealth gap and the advantages it provides the wealthy perpetuate the corrupt cycle of America's current education system: those of a richer background get a better education, then get a better job, and become even richer. This

cycle, which I managed to escape, has led me to become passionate about what is considered by many the civil rights issue of our time, education.

Viewing the harmful effects of the racial wealth gap has fueled my dream to implement social justice. I hope to accomplish this by attending a four-year university, graduating from law school, and becoming an attorney. I want to be an attorney in order to improve the community by protecting and promoting social justice. As a civil rights attorney, one of my missions will be to diminish injustice within America's education system. The inability to have access to a quality education is a violation of a citizen's rights. This internship will provide me with the foundation needed to tackle the issue of improving the current state of many Southern California public schools.

SCAG programs, such as the Regional Housing Needs Assessment, are directly related to the mission of community improvement that I am interested in. During this internship, I would love to study how the Regional Council constructs policies that are both realistic and effective. Specifically, I am interested in learning about what the RHNA's vision for Southern California is and how the program will "enhance quality of life" across the socioeconomic spectrum. I am curious about whether racial integration is a priority in the sustainable communities the RHNA maps out. I am eager to analyze income and racial demographics of different southern California communities. This internship will provide me with the knowledge and inspiration necessary to craft my own policies, policies that will combat the current, corrupt state of the education system. Overall, I would greatly appreciate the opportunity to work with a community I see myself collaborating closely with in the future.



THE THACHER SCHOOL

Letter of Recommendation for

– February 17, 2015

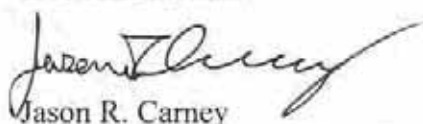
_____ is an outstanding candidate for one of the seven spots in the SCAG Scholarship Program. _____ is bright, kind, fun, driven, organized, meticulous, conscientious, and sweet.

I've known _____ since _____ arrived on campus as a freshman and have been fortunate to teach _____ the last two years. Of the 36 Honors students I currently teach, _____ is as good as any of them. In fact, _____ has earned a flat A each trimester that I've taught _____. In a school full of talented, high-achieving students, _____ is at the top. _____ represents the best of Thacher's best.

As well as _____ performed in the world history course in which I taught _____ last year, _____ done even better work in U.S. History, especially as this is an Honors (top track) course. _____ is the consummate student. _____ does it all well. _____ aced the challenging U.S. Constitution exam this past fall, earning one of the highest scores (95.5); _____ writing is persuasive, precise and thorough; _____ presentations are sharp, well organized and polished; and _____ scripts for _____ debates are adroitly prepared and delivered. In group-work settings, _____ is compromising, fair, and industrious. _____ peers want to be assigned to work with _____ because they know the end result will be of the highest quality. One final point that bears noting is that from what I've observed, _____ also appears to have managed the stress of junior year as well as any of _____ peers. _____ never seems rattled — yet another important trait that will aid _____ as _____ moves forward in _____ studies!

_____ has been focused on service-based opportunities for some time now. _____ has volunteered in the town of Ojai since _____ freshman year -- quite impressive given busy workload. _____ makes volunteering a priority. _____ trip to Costa Rica last year as a student ambassador affected _____ greatly; and _____ hopes to take future trips with a similar mission. Furthermore, the website that _____ and _____ two partners created this fall for _____ Legacy of a Peculiar Institution project (for _____ English and history courses) was spectacular. It earned _____ the top grade, but more importantly, the topic, Agricultural Laborers in America, has pushed _____ toward a career in social justice.

I have nothing but the best of things to say about _____, and I have no doubt that _____ succeed as an attorney or in whatever profession _____ chooses. I give _____ my highest recommendation.


Jason R. Carney
History Department Chairman
jcarney@thacher.org

Letter of Recommendation for Southern California Association of Governments (SCAG) Scholarship Program

is one of the hardest working, most thoughtful students that we have at Thacher. is taking one of the hardest workloads of any of our juniors, with 2 AP classes, three honors classes, and the Thacher Journalism class. takes academic growth and responsibilities seriously. processes information very well, and is very thoughtful about how shares insights. understands the importance of budgeting time and thinking through what is learning. This attention to detail, coupled with tremendous work ethic, has allowed to excel as a scholar. has been “commended” (top 10% of her class) in English, history, language, and math over the last two years. I know from my own experience in AP Biology this year that is a dedicated student that puts great value in learning and leading by example. This year has poured passion and energy into the journalism class, writing a number of articles focused on transparency and equity on the Thacher campus.

long-term goal is to become a lawyer so that can continue with passion for community service during entire lifetime. is well on way achieving goal here at Thacher, by participating in such activities as singing to the elderly, working with young children, and doing work for some of the less fortunate in our community. has been most involved in working with young children at “A Place To Grow,” which has main community service activity since arrived at Thacher. excels there because is able to immerse into what the children want to do, and as such is beloved by them. is also not afraid to “get hands dirty” as was exemplified by the physical labor that did on Thacher’s Community Service Day, when scraped the roof tiles off a shed in preparation for a new roof.

Not only is involved in these ongoing activities, but is also part of the Alpha Kappa Alpha Program in the Pomona area. This means that has to be off campus every Sunday afternoon/evening to fulfill educational workshop, community service, and fundraising commitments to this organization. rises to any challenge that is put before and comes out better as a result. is a leader in both our Black Students Union and The United Cultures of Thacher, where can pursue both interests and passions. In the fall joined a number of other students at the People of Color Conference in Indianapolis.

is poised to take on a larger leadership roll, not only here on the Thacher campus, but in areas outside of school life as well. The Southern California Association of Governments would give some tremendous experience in this area. It is not just that would benefit from participation, but I can assure you that any group that is associated with will benefit from tremendous organization, work ethic, and personality. I can’t think of more promising leader on our campus and I hope to see rewarded for excellence.

Sincerely,

Peter Sawyer, Biology Teacher and Coach, The Thacher School



Birth Date:
 Enrollment: 08/01/2012
 Expected Graduation: 2016

The Thacher School is an independent, coeducational, boarding school, grades nine through twelve. Accreditation by the Western Association of Schools and Colleges. **The Thacher School does not rank its students.**

Grading Scale: A = 4.00, A- = 3.7, B+ = 3.33, B = 3.00, B- = 2.7, C+ = 2.33, C = 2.00, C- = 1.7, D+ = 1.33, D = 1.00, D- = 0.7, P = Pass, F = Fail

2012 - 2013 Grade: 9th

| | Fall | Winter | Spring | Credit |
|--------------------------|-------------|---------------|---------------|---------------|
| English I | A- | | | 2.00 |
| English I | | A- | | 2.00 |
| English I | | | A | 2.00 |
| Math II | A | | | 2.00 |
| Math II | | A | | 2.00 |
| Math II | | | A | 2.00 |
| Spanish I | Pass | | | 2.00 |
| Spanish I | | B+ | | 2.00 |
| Spanish I | | | A- | 2.00 |
| Physics | A | | | 2.00 |
| Physics | | A | | 2.00 |
| Physics | | | A | 2.00 |
| The West and the World | | A- | | 2.00 |
| The West and the World | | | A | 2.00 |
| Introduction to the Arts | A | | | 2.00 |
| Jazz Ensemble | | A | | 2.00 |
| Jazz Ensemble | | | A | 2.00 |
| Introduction to the Arts | | A | | 2.00 |
| Introduction to the Arts | | | A | 2.00 |

2013 - 2014 Grade: 10th

| | Fall | Winter | Spring | Credit |
|---------------------|-------------|---------------|---------------|---------------|
| English II | A | | | 2.00 |
| English II | | A | | 2.00 |
| English II | | | A | 2.00 |
| Math III Honors | A | | | 2.00 |
| Math III Honors | | A | | 2.00 |
| Math III Honors | | | A | 2.00 |
| Spanish II | A- | | | 2.00 |
| Spanish II | | A- | | 2.00 |
| Spanish II | | | A- | 2.00 |
| Honors Chemistry | | A | | 2.00 |
| Honors Chemistry | | | A | 2.00 |
| Honors Chemistry | A | | | 2.00 |
| European History | A | | | 2.00 |
| Non-Western History | | A | | 2.00 |
| Non-Western History | | | A- | 2.00 |
| Studio Art | A | | | 2.00 |
| Studio Art | | A | | 2.00 |
| Studio Art | | | A | 2.00 |

2014 - 2015 Grade: 11th

| | Fall | Winter | Credit |
|--------------------|-------------|---------------|---------------|
| AP English | A | | 2.00 |
| AP English | | A | 2.00 |
| Math IV Honors | A- | | 2.00 |
| Math IV Honors | | A- | 2.00 |
| Spanish III Honors | A- | | 2.00 |
| Spanish III Honors | | B+ | 2.00 |
| AP Biology | A | | 2.00 |

Birth Date:
Enrollment: 08/01/2012
Expected Graduation: 2016



The Thacher School
5025 Thacher Road
Ojai, CA 93023
United States
Phone: 805-640-3201
CEEB: 052-265
<http://www.thacher.org>

| | Fall | Winter | Credit |
|-------------------------------|-------------|---------------|---------------|
| AP Biology | | A | 2.00 |
| Honors U.S. History | A | | 2.00 |
| Honors U.S. History | | A- | 2.00 |
| Introduction to Journalism | A | | 2.00 |
| Introduction to Journalism II | | A | 2.00 |

Awards

| Year | Award |
|-------------|--|
| 2012 - 2013 | Commendation in English Commendation in History |
| 2013 - 2014 | Commendation in English Commendation in Language Commendation in Science |

Official Signature: _____

Transcript is official when signed and embossed with school seal

| | |
|--|--|
| Submission Date | 04-30-2015 14:43:23 |
| Full Name | |
| Address | Street Address: City: Victorville State / Province: CA Postal / Zip Code: 92392 |
| County | San Bernardino |
| Phone Number | |
| E-mail | |
| Internship Availability | July 2015 |
| Current Educational Status | High School Senior |
| Date of Graduation | 05/26/2015 |
| Name of Educational Institution | Silverado High School |
| Location of Educational Institution | City: Victorville State / Province: CA |
| Grade Point Average (GPA) Type | Unweighted |
| Grade Point Average (GPA) | 3.8 |
| Intended College / University | University of Santa Barbara |
| Intended Major | computer science |

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|---------------------------------|---------------|--------------------|
| Victorville Youth Soccer League | captain | 03/2011-04/2015 |

Description of Responsibilities:

I have been a soccer player for four years and I have been a captain for 2 years.

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|------------------------|------------------------|--------------------|
| Desert Valley Hospital | Secretary and merchant | 08/2013-04/2015 |

Brief Description of Your Participation:

I am in charge of the front desk and I register visitors and give them directions. I also work in the hospital gift shop and sell flowers.

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|----------------------------------|-------------------------------------|---------|
| Edison Internation | Edison Scholar Award | 04/2015 |
| Victor Valley Chamber Foundation | VV Chamber Foundation Scholarship | 03/15 |
| QuestBridge | National College Match Finalist | 10/2014 |
| Great Lakes | National scholarship award finalist | 04/2015 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|--------------|---------------------------|--------------------|
| | | |
| Judy Cooper | pool cleaner and gardener | 07/2013-04/2015 |

Brief Description of Your Work Responsibilities:

I clean my neighbors pool and also I help maintain her front lawn.

Essay

Letters of Recommendation

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

Personal Statement

I lost my father at age 14. My dad was the main figure in my life; he taught me and how to defend myself, but he did not teach me how to overcome his death. Despite how difficult this experience has been, I am grateful for what I have learned. I arrived home from school, and I saw my father cry for the first time in my life, he didn't see me, and I overheard him talk to my mother that he was scared to have his leg amputated. I knew my father did not have long to live because of his complications with diabetes and heart disease, but I had to keep calm for my mother, my father, and my younger brothers. I took on many responsibilities during this time, many that my father used to. The change was gradual but the consequences came abruptly. The indicators were all there but I managed to stay sound for the worst. Around 2008, my father drastically lost weight to the extent that he looked skeletal and began having slow reactions, along with memory loss. He needed a heart transplant, but his heart functions were at ten percent; this made him a weak candidate. My family began to worry about his physical state, for it was noticeable he was not healing. I had to constantly remind him of events and physically assist him. We tried to overcome this ordeal and live normally. In 2009, he suffered a leg amputation along with several heart attacks. This altered the daily routine of my family. Whether it is the weekly appointments with doctors, waiting in interminable lines at the pharmacy, injecting his daily insulin, or helping my father remove his prosthetic leg; they are all time-consuming. As the older I had more responsibilities during this time to watch over and take care of my younger brothers who were too young to understand what was going on. During this time, where I was inclined to be emotionally unstable, I tried very hard not to let my performance level at school drop. During 2010, I received the news that he does not have many years to live, probably four years, and will need another leg amputation soon. My soul felt pulverized, as if my sanity was being tested. Right that second, I questioned life itself, but I knew thinking negatively will do no good, I have younger brothers and I needed to remain strong to give them hope. At this point, we prayed and decided to leave the rest to faith. I promised myself to smile and be the source of inspiration for my father to live another day, and to not sadden him by displaying depression. The image that my mind still contains of my dad is his former self- the universal father figure- strong, caring, and full of valor. At one period of time, my father took care of me, now it is my turn to repay his kindness by taking care of him. My father, , has taught me one of life's important lessons, and that is to appreciate the value of life. He also gave me the gifts of being mentally mature, optimistic in dark times, and virtuous. The outcome from this endeavor is not done in vain, it is one that has created a dynamic change in me; I put others before myself. I am a strong-willed individual. No matter the circumstances - I manage to successfully overcome my dilemma and become better.



UNIVERSITY PREPARATORY
16925 FORREST AVENUE • VICTORVILLE, CA
92395
(760) 243-5940 • FAX (760) 951-2803

Valerie Hatcher
Principal

Barbara Caballero
Vice Principal

To Whom It May Concern:

October 31, 2014

It is my pleasure to recommend _____ . I have known _____ for over three years. _____ was a student in my AP European History class during _____ sophomore year and also a student in my World History Honors class during _____ freshman year. _____ and I have continued to keep in contact after UP bussing was no longer available and _____ needed to transfer to _____ neighborhood school. During _____ time at UP and despite unimaginable family tragedy, _____ was focused and continued to be an extremely successful student at University Preparatory and is currently at Silverado High School. _____ continues to grow academically going above and beyond Univ. Preps academic rigor by participating and excelling in several Advanced Placement and Honors courses. _____ is an extremely dedicated, determined, and focused young _____ .

_____ reliability, high level of integrity and ease of cooperatively working with other students, exhibited _____ skills as both a leader and teammate. _____ does not give up when _____ is faced with a challenge, and displays determination and commitment to _____ work both in and out of the classroom.

_____ excels as a leader in _____ extracurricular activities both on and off campus. _____ is a member of Math Engineering, Science, Achievement (MESA), President of the Christian Club, President of the Dream Club, Member of the California Scholarship Federation, and Member of the Mojave Environmental Education Consortium. _____ also attended the USC Mission Engineering program and has participated in various technology based learning opportunities. In addition, _____ was also a member of the Silverado Junior varsity tennis team and a member of the National Junior Tennis League. In _____ community, _____ volunteered at _____ church and at the local hospital.

With all of these activities and academic responsibilities, _____ continues to excel. _____ organizational and effective time management skills are proof that _____ is a future leader who is caring, dedicated, eager and determined to make a difference. It has been my absolute privilege and delight to have watch _____ grow into a responsible, mature and compassionate young _____ . _____ is dependable, responsible, and a strong mentor and leader. It is my strong belief that _____ will succeed in whatever endeavors _____ chooses to pursue. It is without reservation that I give my highest recommendation to _____

Respectfully submitted,

Sagrario M. Faison
University Preparatory School



Jake Henry | Point Loma Nazarene University | (760) 623-8732

To Whom It May Concern:

I am writing this letter in behalf of _____, who is currently attending Silverado High School. I have been _____ Youth Leader for the past 3 years. During this time _____ has shown great dedication for _____ community activities and volunteer work. I know that _____ dedication will continue when _____ graduates from high school.

_____ is an active member of the community and spends _____ time helping others through _____ volunteer work. _____ attends church weekly and helps around by taking care of the kids and also whenever we have an event. _____ has participated in car washes, bake sales, and canned food drives during _____ 3 years with me as _____ youth leader. _____ maturity has increased during this time and _____ has stepped up as a leader in many occasions.


On many weekends, _____ attends religious services and retreats. I know that attending these events help _____ spiritually and fill _____ with gratitude. _____ church attendance I believe has had a positive effect on _____ attitude towards others. _____ is kind, selfless and a sense of happiness tends to radiate from _____. I know that _____ religious dedication will continue after high school and that it will continue to support _____.

If you have any questions, feel free to contact me at (760) 623-8732 or by email at Jakehenry123@pointloma.edu.

Sincerely,

Jake Henry

Youth Leader, PLNU

| Student Name Stu# Grade Sex Birthdate Perm ID Number Birthplace | | | | | | Transcript of Student Progress | | | | | | | | |
|---|-----------------|------|---|----------|----------------|--|-----------|----------|---|------|------------|--|--|--|
| Parent/guardian name, address, telephone | | | | | | Bradach, Adelanto University Prep, Victorville 8/23/10-6/10/11 (8th) University Prep, Victorville 8/22/11-9/20/13 Silverado HS, Victorville, CA 9/20/13 | | | | | | | | |
| November 18, 2014 SILVERADO HIGH SCHOOL 14048 Cobalt Rd Victorville, CA 92392 (760) 955-3353 Fax (760) 955-3337 | | | | | | | | | | | | | | |
| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | | | |
| Grade 8 Fall 2010-2011 | | | University Preparatory Academy | | | Grade 8 Spring 2010-2011 | | | Silverado High School | | | | | |
| p 3500 | Algebra I | C | 0.00 0.00 | p 4300 | Chemistry | A- | 5.00 5.00 | + p 4245 | AP Biology II | A+ | 5.00 5.00 | | | |
| Credit and GPA rules vary for MS Courses | | | University Preparatory Academy | | | Credit Att: 35.00 Cmp: 35.00 AGPA: 4.50 | | | Credit Att: 30.00 Cmp: 30.00 AGPA: 4.67 | | | | | |
| p 3500 | Algebra I | B | 0.00 0.00 | + p 5252 | AP Euro Hist | A | 5.00 5.00 | + p 4455 | Anat/Phys HP | A- | 5.00 5.00 | | | |
| Credit and GPA rules vary for MS Courses | | | University Preparatory Academy | | | Grade 10 Spring 2012-2013 | | | Silverado High School | | | | | |
| Grade 9 Fall 2011-2012 | | | University Preparatory Academy | | | Grade 10 Summer 2012-2013 | | | University Preparatory Academy | | | | | |
| p 1412 | Drama I | A+ | 5.00 5.00 | + p 2145 | English II HP | A+ | 5.00 5.00 | + p 2215 | AP English IV | | 10.00 0.00 | | | |
| + p 2115 | English I HP | B | 5.00 5.00 | + p 2645 | AP Spanish IV | A- | 5.00 5.00 | + p 3655 | AP Calculus AB | | 10.00 0.00 | | | |
| p 2664 | Span Spn Spk II | A- | 5.00 5.00 | + p 3535 | Algebra II HP | A- | 5.00 5.00 | + p 3716 | IntegMathIII HP | | 10.00 0.00 | | | |
| p 3600 | Geometry | B- | 5.00 5.00 | + p 4300 | Chemistry | A+ | 5.00 5.00 | + p 4435 | AP Physics II | | 10.00 0.00 | | | |
| + p 4235 | Biology I HP | B | 5.00 5.00 | + p 5252 | AP Euro Hist | A | 5.00 5.00 | + p 5415 | AP Economics | | 5.00 0.00 | | | |
| + p 5205 | World Hist HP | A | 5.00 5.00 | * 6134 | AdvPE;Comp | A | 5.00 5.00 | + p 5515 | AP GovPol US | | 5.00 0.00 | | | |
| * 6042 | Beginning PE | A | 5.00 5.00 | p 8524 | Band II | A | 5.00 5.00 | p 9714 | Photo I | | 10.00 0.00 | | | |
| Credit Att: 35.00 Cmp: 35.00 AGPA: 4.00 | | | University Preparatory Academy | | | Credit Att: 35.00 Cmp: 35.00 AGPA: 4.67 | | | Total credit: 60.00 | | | | | |
| Grade 9 Spring 2011-2012 | | | University Preparatory Academy | | | Grade 11 Fall 2013-2014 | | | Silverado High School | | | | | |
| University Preparatory Academy | | | Grade 10 Fall 2012-2013 | | | Grade 11 Spring 2013-2014 | | | Silverado High School | | | | | |
| p 1412 | Drama I | B | 5.00 5.00 | + p 2145 | English II HP | A | 5.00 5.00 | + p 2175 | AP English III | A- | 5.00 5.00 | | | |
| + p 2115 | English I HP | B | 5.00 5.00 | + p 2645 | AP Spanish IV | A- | 5.00 5.00 | + p 2655 | AP Spanish V | A- | 5.00 5.00 | | | |
| p 2664 | Span Spn Spk II | B | 5.00 5.00 | + p 3535 | Algebra II HP | B | 5.00 5.00 | + p 3652 | Pre Calculus | A | 5.00 5.00 | | | |
| p 3600 | Geometry | B | 5.00 5.00 | + p 4245 | AP Biology II | A | 5.00 5.00 | + p 4455 | Anat/Phys HP | A- | 5.00 5.00 | | | |
| + p 4235 | Biology I HP | A- | 5.00 5.00 | + p 5315 | AP US Hist | A | 5.00 5.00 | | | | | | | |
| + p 5205 | World Hist HP | B+ | 5.00 5.00 | | | | | | | | | | | |
| * 6042 | Beginning PE | A | 5.00 5.00 | | | | | | | | | | | |
| Credit Att: 35.00 Cmp: 35.00 AGPA: 3.67 | | | University Preparatory Academy | | | Credit Att: 30.00 Cmp: 30.00 AGPA: 4.83 | | | | | | | | |
| Grade 10 Fall 2012-2013 | | | University Preparatory Academy | | | Grade 11 Spring 2013-2014 | | | Silverado High School | | | | | |
| + p 2145 | English II HP | A | 5.00 5.00 | + p 2175 | AP English III | A | 5.00 5.00 | | | | | | | |
| + p 2645 | AP Spanish IV | A- | 5.00 5.00 | + p 2655 | AP Spanish V | A- | 5.00 5.00 | | | | | | | |
| + p 3535 | Algebra II HP | B | 5.00 5.00 | + p 3652 | Pre Calculus | A | 5.00 5.00 | | | | | | | |
| Course Tags: * = Non Academic += Honors (weighted) p = College Prep r = Repeated | | | | | | CREDIT SUMMARY | | | | | | | | |
| Acad GPA (9-12) 4.3784 3.7297 | | | Date Test Taken Score | | | Subject Area Credit Req'd Compl Needed | | | | | | | | |
| Acad GPA (10-12) 4.6400 3.9200 | | | 04/13 CST: Engl/Lang Arts Total (SS) 395 | | | English 40.00 30.00 10.00 | | | | | | | | |
| Total GPA (9-12) 4.3415 3.7561 | | | 04/12 CST: Geometry (SS) 350 | | | Math 30.00 30.00 - | | | | | | | | |
| Credit Attempted: 205.00 | | | 04/13 CST: Algebra II (SS) 365 | | | Fine Art/ World Lang 10.00 10.00 - | | | | | | | | |
| Credit Completed: 205.00 | | | | | | | | | Government 5.00 - 5.00 | | | | | |
| Class Size: 550 | | | | | | | | | Economics 5.00 - 5.00 | | | | | |
| Class Rank: 11 10-12 Rank: 3 | | | | | | | | | Us History 10.00 10.00 - | | | | | |
| Ranked by Weighted Academic GPA | | | | | | | | | Wild Hist/Cult 10.00 10.00 - | | | | | |
| District Enter: 8/23/2010 CAHSEE | | | | | | | | | Biological/Lif Sci 10.00 10.00 - | | | | | |
| School Enter: 9/20/2013 ELA: Passed | | | | | | | | | Physical Science 10.00 10.00 - | | | | | |
| Math: Passed | | | | | | | | | Physical Ed 20.00 20.00 - | | | | | |
| Class of 2015 | | | | | | | | | Electives 70.00 75.00 - | | | | | |
| State ID# | | | | | | | | | * TOTALS * 220.00 205.00 20.00 | | | | | |
| This transcript is unofficial unless signed by a school official. | | | SILVERADO HIGH SCHOOL 14048 COBALT ROAD VICTORVILLE, CA 923 | | | | | | | | | | | |
| | | | Signature:  | | | | | | Date: 11/18/14 | | | | | |

SCAG 2015
SCHOLARSHIP PROGRAM
APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **SB-503**

COUNTY: **San Bernardino**

A E L1 L2 T

PERSONAL INFORMATION:

Full Name: _____

Address: _____

City: Rancho Cucamonga State: Ca Zip Code: 91739

Phone: _____ Email: _____

Availability for two-week internship in Summer 2015* (check all that apply):

June 2015 July 2015 August 2015 September 2015

**Students must be available for a two-week (80 hours) internship, in addition to attending a Regional Council meeting at the SCAG office in Los Angeles.*

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.*

Applicant's Signature _____

4/30/15
Date

**Students will be asked to submit proof of eligibility to work in the United States if selected as a semi-finalist.*



SEAS 2015

SCHOLARSHIP PROGRAM

APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **SB-503**

COUNTY: **San Bernardino**

EDUCATIONAL INFORMATION:

Current educational status (check one):

High School Junior High School Senior Community College

If community college student, list semesters completed*: 4

High School: Los Osos High School

City/State: Rancho Cucamonga, Ca

Date of Graduation: 05/26/2011 Grade Point Average: 3.2

If graduating senior, name of intended college/university*

Intended major: Political Science

**Graduating students must provide proof of enrollment in higher education in order to receive the scholarship award.*

Community College (if applicable): Mount. San Antonio College

City/State: Walnut, California

Grade Point Average: 3.56 Intended major: Political Science

ACTIVITIES AND INTERESTS:

A.) List and briefly describe your extracurricular activities (e.g. memberships in organizations, sports, etc.):

| Organization Involved | Position Held | Date of Involvement |
|-----------------------|--|-----------------------------------|
| | Notary, Vice president, ^{event} coordinator | March 20 ⁰⁹ - May 2010 |
| Track-and-field | pole vault/runner | Sept. 2009 |
| Marching Band | trumpeter trumpeter | August 2009 - August 2010 |
| | | |

Brief description of your responsibilities (attach additional page[s] if necessary):

SCAG 2015
SCHOLARSHIP PROGRAM
APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. **SB-503**

COUNTY: **San Bernardino**

ACTIVITIES AND INTERESTS (CONTINUED):

B.) List and briefly describe volunteer activities in which you have been involved:

| Organization | Activity | Date of Involvement |
|--|----------------------|----------------------------|
| Civil Air Patrol | airman training | February 2010 - March 2011 |
| St. Peter's + St. Paul Catholic Church | teen outreach | January 2009 - May 2011 |
| Angeles National Forest | front desk attendant | April 2015 - present |
| | | |

Brief description of how you participated (attach additional page(s) if necessary):

C.) List honors or academic awards you have received (e.g. scholarly activities, research, etc.):

| Award/Honor | Institution/Organization | Date |
|-------------|--------------------------|----------|
| Dean's List | Mt. SAC College | May 2014 |
| | | |
| | | |
| | | |

D.) List and briefly describe any work experience:

| Position | Employer | Dates of Employment |
|-------------------|-------------|--------------------------------|
| Round Table Pizza | Phil Carrus | August 2011 - May 2015 |
| In-n-Out Burger | Robert Ross | September 2010 - February 2011 |
| | | |
| | | |

Brief description of your work responsibilities (attach additional page(s) if necessary):

The public servant, an often forgotten occupation, holds an undervalued position. A government job, in the visage of a civilian, can be perceived as a self-centered bureaucrat meddling in the affairs of others for profit. Often, we forget that government exists to serve the people, the mirror identity portrayed by the press. A public servant behaves like the antibodies within an immune system; we are receiving and responding centers to the stimulus of the public. When exposed to societal problems, instantly we feel a displeasing pain, meanwhile the discrete work of many individual public servants repairs and maintains the health of our body. If we didn't have such selfless individuals, our society would have died long ago. To the Southern California Association of Governments, My name is _____, an International Political Science major and Policy Analyst for the Angeles National Forest Agency; I believe understanding the importance of the public servant will assist our community's interest in public policy and aid legislation, such as the Emerald Necklace and the San Gabriel national monument initiatives, in California for a prosperous tomorrow.

The work of public servants has existed since the 1800s, beginning with Max Webber, a sociologist in Germany who believed having the general public involved within government lead to equality. The early role of public service within America existed to replace the spoils system; as a means to get people into politics in a competitive manner rather than politicians bringing in friends to replace already employed officers. Today, bureaucracy serves us to take care of societal problems expressed in a spectrum from waste management to secret service agents. Apart of the US Forest Service, I engage with all types of individuals to ensure the public can enjoy the natural beauty America offers us. Without the fortuitous dedication the Forest Service and many other land management agencies, many of our beloved monuments honoring the history of America, like Mt Rushmore, would not exist. Extending beyond my agency, many

luxuries we consider today commodities-job protection, sanitation, infrastructure maintenance, quality food inspection, health care, legal defense, and dozens more, support our modern living. If the general populace fails to value the services provided, the legislation will reflect apathy toward public needs. Although most public service agencies live in anonymity, the goal remains to hear the public and implement a discerned decision.

The initiative of the Emerald Necklace, written 1929, offers communities a connected system of national parks from the San Gabriel Mountains to Catalina Island. Overlooked for eighty-six years, this piece of legislation would effectively enhance the landscape of California. Through the linking of public lands together, The Necklace would highlight Southern California's vast forest and rivers, reminding the public that we are more than a desert. The Emerald Necklace would bring a new revenue for tourism, gifting the public with another way to escape the urban jungle. The Emerald Necklace of New York, the original project of the benefactors, the Olmsted brothers, brings the community the ability to visit zoos, museums, maintained parks, and paved trails following the river. By replicating the established necklace, California creates a new outlet for Californians, as well as the rest of the country, to explore nature without the extreme east coast winters.

The newly proclaimed San Gabriel Mountains National Monument advocates a rise in recreation and conservation. The initiative aims to assess the terrain of the mountains and enrich the versatility of the landscape. By including the Forest Service, wildlife becomes monitored to secure their environment from becoming impeded upon, while the public enjoys the tranquility nature bestows. In managing the landscape, the agency also assures the wildlife doesn't wander into urban areas by implementing a Wild Land Urban Interface to allow man and wildlife to coexist. In addition to protection, the monument aims to improve recreational opportunities for

all through better facilities, access roads and social justice services. By having the monument, the agency displays another way that tax dollars rewards all citizens rather than a select few.

Understanding the role of civil services allows for more productive legislation in government. The Emerald Necklace and the San Gabriel Monument act as symbols of how private and public sectors want to enrich the public. When more Americans realize the benefits civil servants want to give back, the interest in government will deepen. “By the people, For the People”, federal agencies act to enhance the American experience. Thank you again Southern California Association of Government for the opportunity, I believe that a government that wishes to aid its citizens will have the favor returned.



Forest
Service

Angeles National Forest

701 North Santa Anita Avenue
Arcadia, CA 91006-2725
626-574-1613

File Code: 1600

Date: April 30, 2015

Subject: Reference Letter for

To: Southern California Association of Governments
2015 SCAG Scholarship Program

Dear Scholarship Selection Panel:

I am pleased to submit this letter of reference for _____ for the SCAG Scholarship Program. _____ has a remarkable desire to enter into public service and is well suited as for consideration for your scholarship program.

_____ has served a volunteer intern for the Angeles National Forest in support of the Public and Legislative Affairs Office and while also expressing an interest in our land management unit of the United States Forest Service. _____ is drawn to public administration and is very interested in developing _____ skills and abilities within the scope of government and complex social issues.

_____ also assists the Forest Recreation and Lands Officer to identify visitor use trends; deconstruct social issues; and stay informed of local and regional land management issues off the National Forest. _____ clearly understands that public service extends beyond the boundary lines displayed on a map. Whether those boundaries are Congressional; County jurisdictional; or presidentially proclaimed _____ understands that the nexus to good governance is public servitude.

To demonstrate _____ commitment to public service, and _____ willingness to stay connected to the public— _____ volunteers as the Front Desk Attendant in the Headquarters Office of the Angeles National Forest. While this job may sound benign it is *ground-zero* for face-to-face random encounters with the general public. The Front Desk Attendant must balance greeting Congressional dignitaries entering the lobby for a meeting juxtaposed to tempering an angry camper outraged over having to purchase a pass to use public amenities whilst recreating on the National Forest, intermediately balancing a call from the mother of a lost hiker who called to thank the Forest Service for locating her missing daughter with an impatient hiker, across the dignitaries in the lobby, continuing to yell to get off the telephone and sell him a hiking map.



During the 2015 California Fire Season is slated to work as a Public Affairs Officer at the Forest Service Fire Information Center on the Angeles National Forest. specializes in community relations, media relations, and information management.

It is with great pride that I submit this letter of recommendation for your consideration of as an outstanding candidate for the Southern California Association of Government's Scholarship Program for 2015. If you have any questions, please do not hesitate to contact me.

/s/ Sherry Rollman

SHERRY ROLLMAN
Public and Legislative Affairs Officer
Angeles National Forest and
San Gabriel Mountains National Monument
(626) 574-5205



File Code: 2360

Date: February 27, 2015

Subject: Recommendation for
Governments Scholarship Program

2015 Southern California Association of

To: Southern California Association of Governments
2015 SCAG Scholarship Program
PO Box 482
Mt. Baldy, CA 91759 Los Angeles, CA 90017

Scholarship Selection Panel:

I am honored for the opportunity to introduce to you the talented *—a selfless public servant.* This is also an opportunity for the Southern California Association of Governments to support *professional journey in public service through this remarkable scholarship program.*

is a mentee under my direction on the Angeles National Forest—a land management unit of the United States Forest Service. is drawn to public service; governance issues, and complex social issues, and volunteers time and talents with the Forest Service—a federal land management agency. views social issues through the lens of history; serving the greatest good; and through the lens of social justice. is careful to thoroughly understand both sides of social, political, and policy issues before engaging, and is always meticulously prepared.

currently volunteers as a Legislative Affairs Specialist and Policy Analyst for the Angeles National Forest under the sponsorship of the Forest Legislative Affairs Officer. also assists the Forest Recreation Officer identify visitor use trends; deconstruct social issues; and stay informed of local and regional land management issues off the National Forest. clearly understands that public service extends beyond the boundary lines displayed on a map. Whether those boundaries are Congressional; County jurisdictional; or presidentially proclaimed understands that the nexus to good governance is public servitude.

To demonstrate *commitment to public service, and willingness to stay connected to the public— volunteers as the Front Desk Attendant in the Headquarters Office of the Angeles National Forest. While this job may sound benign it is ground-zero for face-to-face random encounters with the general public. The Front Desk Attendant must balance greeting Congressional dignitaries entering the lobby for a meeting juxtaposed to tempering an angry camper outraged over having to purchase a pass to use public amenities whilst recreating on the National Forest,*



intermediately balancing a call from the mother of a lost hiker who called to thank the Forest Service for locating her missing daughter with an impatient hiker, across the dignitaries in the lobby, continuing to yell to get off the telephone and sell him a hiking map.

During the 2015 California Fire Season is slated to work as a Public Affairs Officer at the Forest Service Fire Information Center on the Angeles National Forest. specializes in community relations, media relations, and information management.

The Angeles National Forest is actively recruiting talented future public leaders like Capalbo. is a rising star with the potential to truly serve, "...the greatest good—for the greatest number—for the longest time." —Gifford Pinchot, Forest Service Chief, 1905.

Sincerely,



L'TANGAL WATSON
Forest Recreation Officer



Academic Transcript

A02715464

Apr 30, 2015 09:01 am

This is not an official transcript. Courses which are in progress may also be included on this transcript.

[For Grade Explanations, Click here](#)

Institution Credit [Transcript Totals](#)

Transcript Data

STUDENT INFORMATION

Birth Date: Feb 02, 1993
Student Type: Continuing Student

Curriculum Information

Current Program

Transfer Only No MTSAC Degree

Program: Transfer - Political Science
College: Mt. San Antonio College
Campus: Mt. San Antonio College
Major: Political Science, Transfer

***Transcript type:WEB Web is NOT Official ***

DEGREE AWARDED

Sought: Transfer Only No MTSAC Degree
Degree Date:

Curriculum Information

Primary Degree

Program: Transfer - Political Science
College: Mt. San Antonio College
Campus: Mt. San Antonio College
Major: Political Science, Transfer

| | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | Quality GPA |
|-------------|---------------|--------------|--------------|-----------|----------------|-------------|
| MT SAC DEG: | 71.500 | 71.500 | 71.500 | 68.500 | 244.00 | 3.56 |

INSTITUTION CREDIT [-Top-](#)

Term: Fall 2011

College: Mt. San Antonio College
Major: Political Science, Transfer
Student Type: First-Time College Student
Academic Standing: Good Standing

| Subject | Course | Campus | Level | Title | Grade | Credit Hours | Quality Points | Start and End Dates | R | CEU Contact Hours |
|---------|--------|-------------------------|-------|--------------------------|-------|--------------|----------------|---------------------|---|-------------------|
| ENGL | 68 | Mt. San Antonio College | CR | Prep. for College Writin | B | 4.000 | 12.00 | | | |

| | | | | | | | | |
|------|-----|-------------------------|----|------------------------|----|-------|------|---|
| MATH | 110 | Mt. San Antonio College | CR | Elementary Statistic | W | 3.000 | 0.00 | E |
| MUS | 16 | Mt. San Antonio College | CR | Individual Instruction | A | 0.500 | 2.00 | |
| MUS | 39 | Mt. San Antonio College | CR | Laboratory Band | A | 2.000 | 8.00 | I |
| THTR | 11 | Mt. San Antonio College | CR | Principles of Acting I | FZ | 3.000 | 0.00 | |

| | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA |
|----------------------|---------------|--------------|--------------|-----------|----------------|------|
| Current Term: | 12.500 | 6.500 | 6.500 | 6.500 | 22.00 | 3.38 |
| Cumulative: | 12.500 | 6.500 | 6.500 | 6.500 | 22.00 | 3.38 |

Unofficial Transcript

Term: Fall 2012

College: Mt. San Antonio College
Major: Political Science, Transfer
Student Type: Continuing Student
Academic Standing: Academic Probation

| Subject | Course | Campus | Level | Title | Grade | Credit Hours | Quality Points | Start and End Dates | R CEU Contact Hours |
|---------|--------|-------------------------|-------|----------------------|-------|--------------|----------------|---------------------|---------------------|
| ENGL | 1A | Mt. San Antonio College | CR | Freshman Composition | F | 4.000 | 0.00 | | E |
| MATH | 110 | Mt. San Antonio College | CR | Elementary Statistic | D | 3.000 | 0.00 | | E |
| MUS | 39 | Mt. San Antonio College | CR | Laboratory Band | A | 2.000 | 8.00 | | I |
| POLI | 1 | Mt. San Antonio College | CR | Political Science | B | 3.000 | 9.00 | | |

| | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA |
|----------------------|---------------|--------------|--------------|-----------|----------------|------|
| Current Term: | 12.000 | 5.000 | 5.000 | 5.000 | 17.00 | 3.40 |
| Cumulative: | 24.500 | 11.500 | 11.500 | 11.500 | 39.00 | 3.39 |

Unofficial Transcript

Term: Summer 2013

College: Mt. San Antonio College
Major: Political Science, Transfer
Student Type: First-Time College Student
Academic Standing: Good Standing

| Subject | Course | Campus | Level | Title | Grade | Credit Hours | Quality Points | Start and End Dates | R CEU Contact Hours |
|---------|--------|-------------------------|-------|-------------------------|-------|--------------|----------------|---------------------|---------------------|
| HIST | 1 | Mt. San Antonio College | CR | History of U.S. AP-Exam | PX | 3.000 | 0.00 | | |
| ITAL | 1 | Mt. San Antonio College | CR | Elementary Italian | A | 4.000 | 16.00 | | |

GPA

| | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA |
|----------------------|---------------|--------------|--------------|-----------|----------------|------|
| Current Term: | 7.000 | 7.000 | 7.000 | 4.000 | 16.00 | 4.00 |
| Cumulative: | 31.500 | 18.500 | 18.500 | 15.500 | 55.00 | 3.54 |

Unofficial Transcript

Term: Fall 2013

College: Mt. San Antonio College
Major: Political Science, Transfer
Student Type: Returning to Mt SAC
Academic Standing: Good Standing

| Subject | Course | Campus | Level | Title | Grade | Credit Hours | Quality Points | Start and End Dates | R CEU Contact Hours |
|---------|--------|-------------------------|-------|--------------------------|-------|--------------|----------------|---------------------|---------------------|
| ENGL | 1A | Mt. San Antonio College | CR | Freshman Composition | B | 4.000 | 12.00 | | 1 |
| ITAL | 2 | Mt. San Antonio College | CR | Cont. Elementary Italian | A | 4.000 | 16.00 | | |
| POLI | 9 | Mt. San Antonio College | CR | International Relations | A | 3.000 | 12.00 | | |

| | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA |
|----------------------|---------------|--------------|--------------|-----------|----------------|------|
| Current Term: | 11.000 | 11.000 | 11.000 | 11.000 | 40.00 | 3.63 |
| Cumulative: | 42.500 | 29.500 | 29.500 | 26.500 | 95.00 | 3.58 |

Unofficial Transcript

Term: Winter 2014

College: Mt. San Antonio College
Major: Political Science, Transfer
Student Type: Continuing Student
Academic Standing: Good Standing

| Subject | Course | Campus | Level | Title | Grade | Credit Hours | Quality Points | Start and End Dates | R CEU Contact Hours |
|---------|--------|-------------------------|-------|-------------------------|-------|--------------|----------------|---------------------|---------------------|
| BIOL | 1 | Mt. San Antonio College | CR | General Biology | A | 4.000 | 16.00 | | |
| NF | 25 | Mt. San Antonio College | CR | Essentials of Nutrition | A | 3.000 | 12.00 | | |

| | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA |
|----------------------|---------------|--------------|--------------|-----------|----------------|------|
| Current Term: | 7.000 | 7.000 | 7.000 | 7.000 | 28.00 | 4.00 |
| Cumulative: | 49.500 | 36.500 | 36.500 | 33.500 | 123.00 | 3.67 |

Unofficial Transcript

Term: Spring 2014

College: Mt. San Antonio College
Major: Political Science, Transfer
Student Type: Continuing Student
Academic Standing: Good Standing
Additional Standing: Dean's List

| Subject | Course | Campus | Level | Title | Grade | Credit Hours | Quality Points | Start and End Dates | R | CEU Contact Hours |
|---------|--------|-------------------------|-------|-----------------------------------|-------|--------------|----------------|---------------------|---|-------------------|
| ARTB | 14 | Mt. San Antonio College | CR | Basic Studio Arts | B | 3.000 | 9.00 | | | |
| ENGL | 1C | Mt. San Antonio College | CR | Critical Thinking and Writing | A | 4.000 | 16.00 | | | |
| ITAL | 3 | Mt. San Antonio College | CR | Intermediate Italian | A | 4.000 | 16.00 | | | |
| MATH | 110 | Mt. San Antonio College | CR | Elementary Statistic grade change | A | 3.000 | 12.00 | | I | |
| SPCH | 1A | Mt. San Antonio College | CR | Public Speaking | C | 4.000 | 8.00 | | | |

| | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA Points |
|--|---------------|--------------|--------------|-----------|----------------|------------|
|--|---------------|--------------|--------------|-----------|----------------|------------|

| | | | | | | |
|----------------------|--------|--------|--------|--------|--------|------|
| Current Term: | 18.000 | 18.000 | 18.000 | 18.000 | 61.00 | 3.38 |
| Cumulative: | 67.500 | 54.500 | 54.500 | 51.500 | 184.00 | 3.57 |

Unofficial Transcript

Term: Summer 2014

College: Mt. San Antonio College
Major: Political Science, Transfer
Student Type: Continuing Student
Academic Standing: Good Standing

| Subject | Course | Campus | Level | Title | Grade | Credit Hours | Quality Points | Start and End Dates | R | CEU Contact Hours |
|---------|--------|-------------------------|-------|-------------------------------|-------|--------------|----------------|---------------------|---|-------------------|
| ANTH | 22 | Mt. San Antonio College | CR | General Cultural Anthropology | A | 3.000 | 12.00 | | | |
| GEOL | 8 | Mt. San Antonio College | CR | Earth Science | A | 3.000 | 12.00 | | | |

| | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA Points |
|--|---------------|--------------|--------------|-----------|----------------|------------|
|--|---------------|--------------|--------------|-----------|----------------|------------|

| | | | | | | |
|----------------------|--------|--------|--------|--------|--------|------|
| Current Term: | 6.000 | 6.000 | 6.000 | 6.000 | 24.00 | 4.00 |
| Cumulative: | 73.500 | 60.500 | 60.500 | 57.500 | 208.00 | 3.61 |

Unofficial Transcript

Term: Fall 2014

College: Mt. San Antonio College
Major: Political Science, Transfer
Student Type: Continuing Student
Academic Standing: Good Standing

| Subject | Course | Campus | Level | Title | Grade | Credit Hours | Quality Points | Start and End Dates | R | CEU Contact Hours |
|---------|--------|-------------------------|-------|------------------------|-------|--------------|----------------|---------------------|---|-------------------|
| ANAT | 35 | Mt. San Antonio College | CR | Human Anatomy | B | 5.000 | 15.00 | | | |
| LIT | 15 | Mt. San Antonio College | CR | Introduction to Cinema | A | 3.000 | 12.00 | | | |

| | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA Points |
|----------------------|---------------|--------------|--------------|-----------|----------------|------------|
| Current Term: | 8.000 | 8.000 | 8.000 | 8.000 | 27.00 | 3.37 |
| Cumulative: | 81.500 | 68.500 | 68.500 | 65.500 | 235.00 | 3.58 |

Unofficial Transcript

Term: Winter 2015

College: Mt. San Antonio College
Major: Political Science, Transfer
Student Type: Continuing Student
Academic Standing: Good Standing
Last Academic Standing: Good Standing

| Subject | Campus | Level | Title | Grade | Credit Hours | Quality Points | Start and End Dates | R CEU Contact Hours |
|---------|--------|-------------------------|-------|----------------------|--------------|----------------|---------------------|---------------------|
| AHIS | 1 | Mt. San Antonio College | CR | Undrstnd Visual Arts | B | 3.000 | 9.00 | |

| | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA Points |
|----------------------|---------------|--------------|--------------|-----------|----------------|------------|
| Current Term: | 3.000 | 3.000 | 3.000 | 3.000 | 9.00 | 3.00 |
| Cumulative: | 84.500 | 71.500 | 71.500 | 68.500 | 244.00 | 3.56 |

Unofficial Transcript

TRANSCRIPT TOTALS (CREDIT) -Top-

| | Attempt Hours | Passed Hours | Earned Hours | GPA Hours | Quality Points | GPA Points |
|---------------------------|---------------|--------------|--------------|-----------|----------------|------------|
| Total Institution: | 84.500 | 71.500 | 71.500 | 68.500 | 244.00 | 3.56 |
| Total Transfer: | 0.000 | 0.000 | 0.000 | 0.000 | 0.00 | 0.00 |
| Overall: | 84.500 | 71.500 | 71.500 | 68.500 | 244.00 | 3.56 |

Unofficial Transcript

RELEASE: 8.4.1

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| | | | | | | | | | | | |
|--|---------------------|-------------------|---|--|---------------------|-----------------|---|--|---------------------|-----------------|----------------|
| Student Name | Stu# | Grade | Sex | Birthdate | Perm ID Number | Counselor | Office of the Registrar WASC Accredited April 30, 2015 Los Osos High School 6001 Milliken Ave Rancho Cucamonga, CA 91737 (909) 477-6900 Fax (909) 460-5871 | | | | |
| Parent/guardian name, address, telephone | | | | | | | | | | | |
| Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp | Crs-ID | Course Title | Mark | Att/Cmp |
| Grade 9 Semester 1 2007-2008 | | | | * | AD0110 | Old Testament | A 0.00 0.00 | + | FL1980 | Span Lng AP H | C+ 5.00 5.00 |
| Damien HS, La Verne Ca | | | | + | EN1014 | Honors Eng10 | B 5.00 5.00 | + | MT4042 | Calculus AP H | C- 5.00 5.00 |
| * | AD0110 | Path / Catholicis | A 0.00 0.00 | p | FL1937 | Spanihs 2 | B 5.00 5.00 | * | PH4530 | Phy Ed III/IV-1 | B+ 5.00 5.00 |
| + | EN1007 | Honors Eng 09 | B 5.00 5.00 | p | MT3851 | Algebra 2 | B 5.00 5.00 | + | SO6220 | Economics AP H | C+ 5.00 5.00 |
| | EN1250 | Speech 9 | A 5.00 5.00 | | PA4205 | Concert Band | A 5.00 5.00 | Credit Att: 25.00 Cmp: 25.00 TGPA: 3.20 | | | |
| p | FL1930 | Spanish 1 | B 5.00 5.00 | p | SI5801 | Chemistry | B 5.00 5.00 | Grade 12 Semester 2 2010-2011 | | | |
| p | MT3710 | Algebra 1 | B 5.00 5.00 | p | SO6411 | World Hist | B 5.00 5.00 | Los Osos HS, Rancho Cucamonga Ca | | | |
| p | SI5750 | Biology | B 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 TGPA: 3.33 | | | | + | EN1032 | English IV AP H | C 5.00 5.00 |
| VA2110 | Intro Vis Arts | B 5.00 5.00 | Grade 10 Summer School 2008-2009 | | | | + | FL1980 | Span Lng AP H | B- 5.00 5.00 | |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 3.33 | | | | Damien HS, La Verne Ca | | | | + | MT4042 | Calculus AP H | D 5.00 5.00 |
| Grade 9 Semester 2 2007-2008 | | | | p | MT3670 | SS Geometry | B 10.00 10.00 | + | PH4531 | Phy Ed III/IV-2 | B+ 5.00 5.00 |
| Damien HS, La Verne Ca | | | | Credit Att: 10.00 Cmp: 10.00 TGPA: 3.00 | | | | + | SO6265 | Governm AP H | C 5.00 5.00 |
| Grade 10 Semester 1 2008-2009 | | | | Grade 11 Semester 1 2009-2010 | | | | Credit Att: 25.00 Cmp: 25.00 TGPA: 2.80 | | | |
| Damien HS, La Verne Ca | | | | Los Osos HS, Rancho Cucamonga Ca | | | | | | | |
| * | AD0110 | Path / Catholicis | A 0.00 0.00 | + | EN1031 | Eng Comp AP H | C 5.00 5.00 | | | | |
| + | EN1008 | Honors Eng 09 | B 5.00 5.00 | p | FL1942 | Spanish III-1 P | B+ 5.00 5.00 | | | | |
| | EN1251 | Speech 9 | A 5.00 5.00 | + | MT4032 | Pre-Calc I-1 H | C- 5.00 5.00 | | | | |
| p | FL1931 | Spanish 1 | B 5.00 5.00 | + | PH4530 | Phy Ed III/IV-1 | A 5.00 5.00 | | | | |
| p | MT3711 | Algebra 1 | B 5.00 5.00 | * | PH4530 | Phy Ed III/IV-1 | A 5.00 5.00 | | | | |
| p | SI5751 | Biology | A 5.00 5.00 | p | SI6050 | Physics I-1 P | B- 5.00 5.00 | | | | |
| VA2111 | Intro Vis Arts | B 5.00 5.00 | + | SO6313 | US Hist AP H | B+ 5.00 5.00 | | | | | |
| Credit Att: 30.00 Cmp: 30.00 TGPA: 3.50 | | | | Credit Att: 30.00 Cmp: 30.00 TGPA: 3.33 | | | | | | | |
| Grade 10 Semester 2 2008-2009 | | | | Grade 11 Semester 2 2009-2010 | | | | | | | |
| Damien HS, La Verne Ca | | | | Los Osos HS, Rancho Cucamonga Ca | | | | | | | |
| * | AD0110 | World Religions | A 0.00 0.00 | + | EN1031 | Eng Comp AP H | C+ 5.00 5.00 | | | | |
| + | EN1013 | Honors Eng10 | B 5.00 5.00 | p | FL1943 | Spanish III-2 P | B+ 5.00 5.00 | | | | |
| p | FL1936 | Spanish 2 | B 5.00 5.00 | + | MT4033 | Pre-Calc I-2 H | C- 5.00 5.00 | | | | |
| p | MT3850 | Algebra 2 | A 5.00 5.00 | * | PH4531 | Phy Ed III/IV-2 | A- 5.00 5.00 | | | | |
| | PA4205 | Concert Band | A 5.00 5.00 | p | SI6051 | Physics I-2 P | B- 5.00 5.00 | | | | |
| * | PH4524 | March Band | A 5.00 5.00 | + | SO6313 | US Hist AP H | A- 5.00 5.00 | | | | |
| p | SI5800 | Chemistry | B 5.00 5.00 | Credit Att: 30.00 Cmp: 30.00 TGPA: 3.50 | | | | | | | |
| p | SO6410 | World Hist | B 5.00 5.00 | Grade 12 Semester 1 2010-2011 | | | | | | | |
| Credit Att: 35.00 Cmp: 35.00 TGPA: 3.57 | | | | Los Osos HS, Rancho Cucamonga Ca | | | | | | | |
| Grade 10 Semester 2 2008-2009 | | | | Los Osos HS, Rancho Cucamonga Ca | | | | | | | |
| Damien HS, La Verne Ca | | | | + | EN1032 | English IV AP H | B 5.00 5.00 | | | | |

| | | | | | | | | |
|---|--------------|-----------------|-----------------------|------------------------------------|--------|-------------------|--------------|--------------|
| Course Tags: * = Non Academic + = Honors (weighted) p = College Prep r = Repeated | | | Date Test Taken Score | | | CREDIT SUMMARY | | |
| Acad GPA (9-12) | 3.2955 | 2.9091 | 10/09 | CAHSEE: Math Til: RS 0=F,1=P (SS) | 394 | Subject Area | Credit Req'd | Compl Needed |
| Acad GPA (10-12) | 3.2500 | 2.7812 | 10/09 | CAHSEE: ELA Total: RS: 0=F,1=P (S) | 410 | English/ELD | 40.00 | 40.00 - |
| Total GPA (9-12) | 3.3265 | 2.9796 | Comp | Computer Studies | Passed | Fgn Lang/Fine Art | 10.00 | 10.00 - |
| Credit Attempted: | 245.00 | | | | | Math | 10.00 | 10.00 - |
| Credit Completed: | 245.00 | | | | | Physical Ed | 20.00 | 20.00 - |
| Class Size: | 856 | | | | | Life Science | 10.00 | 10.00 - |
| Class Rank: | 305 | 10-12 Rank: 314 | | | | Physical Science | 10.00 | 10.00 - |
| Ranked by Weighted Total GPA | | | | | | World History | 10.00 | 10.00 - |
| District Enter: 4/27/2009 | CAHSEE | | | | | US History | 10.00 | 10.00 - |
| School Enter: 4/27/2009 | ELA: Passed | | | | | Government | 5.00 | 5.00 - |
| | Math: Passed | | | | | Economics | 5.00 | 5.00 - |
| Graduated, HS diploma: | | | | | | Algebra | 10.00 | 10.00 - |
| 5/25/2011 | | | | | | Electives | 90.00 | 105.00 - |
| State ID# | | | | | | * TOTALS * | 230.00 | 245.00 - |

**SCHOLARSHIP COMMITTEE
REPORT**

ATTACHMENT 6

**VENTURA COUNTY
APPLICATIONS
601, 602 & 603**

Submission Date 04-30-2015 14:57:38

Full Name

Address Street Address:
City: Ventura
State / Province: CA
Postal / Zip Code: 93003

County Ventura

Phone Number

E-mail

Internship Availability June 2015
July 2015
August 2015

Current Educational Status High School Senior

Date of Graduation 06/11/2015

Name of Educational Institution Ventura High School

Location of Educational Institution City: Ventura
State / Province: CA

Grade Point Average (GPA) Type Unweighted

Grade Point Average (GPA) 3.73

Intended College / University Cal-Poly San Luis Obispo

Intended Major Bioresource and Agricultural Engineering

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|------------------------------------|--------------------|--------------------|
| Ventura CEC Robotics Team | President | 08/2013 to 06/2015 |
| Ventura Regional Competition Board | Board Member | 09/2014 to 06/2015 |
| Kiwanis | Keynote Speaker | 01/2015 to 01/2015 |
| Sunrise Optimist Club of Ventura | Keynote Speaker | 02/2015 to 02/2015 |
| VHS Cross Country | Member | 08/2011 to 01/2012 |
| VHS Discovery Day | Teacher | 01/2015 to 02/2015 |
| VHS Swing Dance Club | Member | 08/2012 to 06/2013 |
| Olivas Adobe Golf Lessons | Student | 08/2011 to 08/2012 |
| Hokuloa Paddling Team | Paddler/Pace Timer | 05/2013 to 08/2013 |
| YMCA | Member | 06/2013 to 08/2014 |

Description of Responsibilities:

As president of my high school's robotics team, I have been responsible for organizing numerous community service events, as well as developing a curriculum for the class. As a board member of the Ventura Regional Competition Board, I helped organize and put on a robotics competition at

Ventura College that brought over 40 teams from all over California to compete. As a speaker at the Kiwanis and Sunrise Optimist Clubs, I have promoted the importance of STEM education in the community. As a teacher for VHS's annual Discovery Day, I taught 3rd and 4th graders about science at a high school level. I was also a member of the Hokuloa Paddling team, where it was my responsibility to keep the pace of the boat, keep all team members in sync with one another, and motivate the members in my boat, all while paddling as well.

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|------------------------|--------------------|--------------------|
| Red Cross | Blood Donor | 08/2012 to 03/2015 |
| VHS Snack Bar | Volunteer | 08/2013 to 01/2015 |
| Isbell Middle School | Career Day Teacher | 11/2014 to 05/2105 |
| VC Coast Clean-Up | Volunteer | 10/2014 to 10/2014 |
| Boys and Girls Clubs | Teacher | 08/2013 to 05/2015 |
| LDS Los Angeles Temple | Volunteer | 08/2013 to 08/2014 |

Brief Description of Your Participation:

Teaching at Isbell Middle School, I was able to introduce the students to new fields of study they may have not considered before, such as engineering or manufacturing. As a Boys and Girls Club teacher, I have been responsible for teaching a weekly lesson at three local clubs, centered around engineering and design.

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|-------------------------------------|--|-------------------------|
| Ventura CEC Robotics Team | Presidential Nomination | 08/2013 |
| Ventura County Board of Supervisors | Resolution Declaring March 2015 "Official Robotics Days" | 03/2015 |
| Ventura High School | Honor Roll Member | 01/2012 through current |
| Ventura County CEC | Certificate of Proficiency in Robotics | 06/2013 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|---------------------|---------------------------|-------------------------|
| Pulse Drumming, LLC | IT Independant Contractor | 07/2014 through current |

Brief Description of Your Work Responsibilities:

As an IT independant contractor, I am responsible for fixing any IT problems the business might have, as well as managing their online ads, calendar of events, and creating a weekly newsletter to send out to their customers.

Essay

Letters of Recommendation

Transcript(s)

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

My goals for my upcoming years in college and the career beyond it have been the result of many things that I have experienced in high school, most notably having the honor and responsibility of being president of my high school's robotics team. During my time at Ventura High School, I have been involved in many community service events throughout both the community and within the school. As leader of my robotics team, I had the responsibility of organizing numerous showcases for our robot that promoted STEM (Science Technology Engineering Math) education in the community, been a keynote speaker at Kiwanis and Sunrise Optimist Clubs in the area, speaker and representative at city hall meetings, and volunteered for beach clean ups, haunted hay rides, and teaching at local Boys and Girls Clubs weekly, and Ventura county Elementary and Middle Schools among many others. This experience with community service has given me a sense of accomplishment and pride, a feeling I hope I can continue to experience as I go into both higher education and the working world. I believe that a career in public service will allow me to achieve my goals of helping others while also helping me to refine and practice my skills as an engineer.

Among my community service thus far, the most rewarding has been my interaction and contribution to the youth of the area through elementary, middle schools and Boys and Girls Clubs. I have been fortunate in being part of a group that has placed much effort into pioneering engineering education into these Ventura county youth groups. These numerous demonstrations and educational classes provided have allowed these children an exposure to engineering fields at an early age that can open up new career possibilities to them. This in turn leads to a growth of local talent as these kids follow career paths that can lead them to help strengthen Ventura's job market through existing successful companies such as Amgen, Haas Automation and Sessa Manufacturing and perhaps new innovative companies that they will develop themselves. Classes include math, design, programming, robotics, problem solving, bread board electrical activities, among others. Not only do our classes and demonstrations help them to develop career skills, they also teach kids how to interact and work in a team situation much like they would with a real life job. This allows them to learn patience and equality with other students that have diverse backgrounds and education.

I have already had experience with local government, speaking in front of my district's school board as well as the Ventura County Board of Supervisors on how STEM education can benefit both a community and an individual. I have committed to California Polytechnic University in San Luis Obispo, a college well known for their engineering programs, and am entering as a Bioresource and Agricultural Engineering major. After obtaining my Bachelor's degree, I would like to join Engineers Without Borders, a nonprofit organization that focuses on improving irrigation, shelter, and infrastructure both domestically and abroad for impoverished peoples. I plan on joining the Engineers Without Borders chapter at Cal-Poly as

soon as I am able. I also want to continue working with FIRST (For Inspiration and Recognition of Science and Technology), a world youth robotics program, as a volunteer to continue to inspire and ignite the desire for engineering, as I have been inspired. I feel that public service is a great asset to both a community and an individual, and I am excited to be pursuing a career in this field and the possibility it provides me to continue giving back to my community.



Ventura High School

A California Distinguished School

Two North Catalina St.
Ventura, CA 93001
Tel: (805) 641-5116
Fax: (805) 641-5310

Val Wyatt, Principal

Letter of Recommendation

COUGAR COUNTRY

RE:

To Whom It May Concern:

My name is Linda Bergfeld, and I am a Mathematics, AP Computer Science and AVID teacher at Ventura High School. I am writing this letter to recommend . I spent 20 years in the software industry as a programmer, analyst, project manager and executive before changing careers and becoming a teacher. I can honestly say I would hire without hesitation if applied to my company. I have seen demonstrate many qualities (problem solving, leadership, confidence, resiliency, kindness, teamwork) that will secure future success in any field chooses to pursue. is professional in behavior and displays a maturity in the classroom well beyond years. has a rare combination of a high aptitude with a humble attitude and an engaging personality.

was a student in my AP Computer Science (APCS) course sophomore year and I have stayed in touch with throughout high school. was a member of the first class of APCS at Ventura High School and took the opportunity to learn as much as possible about the programming cycle, algorithms, Java syntax, and object oriented programming. continues to share skills with the members of our outstanding Robotics team. is the team President and the program continues to grow under leadership.

I know will be an asset to any organization because takes prides in work and in As a student, is self-motivated and has the maturity to look beyond immediate successes to future career. is an intelligent and compassionate individual and I consider myself blessed to have known these past three years. Thus, it is my honor to recommend . If I can provide any further information, please do not hesitate to call me at ext 2158 or email me at Linda.Bergfeld@VenturaUSD.org.

Sincerely,

Linda Bergfeld 10/27/14

Linda Bergfeld
Mathematics, AP Computer Science and AVID Teacher



VENTURA UNIFIED SCHOOL DISTRICT
Education Service Center

Board of Education
Mary Haffner, President
Debbie Golden, Vice President
B. J. Fitzgerald, Board Member
Velma Lomax, Board Member
John B. Walker, Board Member

255 W. Stanley Avenue
Suite 100
Ventura, CA 93001-1348
(805)641-5000 x 1014
FAX (805)653-7855

THE POINSETTIA CITY BY THE SEA

Trudy Tuttle Arriaga, Ed.D.

April 10, 2015

TO WHOM IT MAY CONCERN:

When asked to do a letter of recommendation for _____, there was no hesitation. _____ has been a member of FIRST Robotics Team 3925 since _____ was a freshman at Ventura High School. As the advisor/instructor, I have gotten to know _____ very well. _____ is an amazing young _____. _____ is focused, driven and an excellent leader. _____ is organized, thorough and always on task. I have never had to keep on _____ about anything and am always amazed by leadership skills.

From the moment _____ joined the robotics team as a freshman, _____ took on leadership tasks. _____ is a natural leader and leads by example. As a junior _____ was the President in training and actually rose to the full role of President as a senior. _____ made presentations to large groups, set up STEM training courses for elementary and middle schoolers during the summer and after school, and tutored struggling team members so that they would be successful in their classes, as well as organizing and leading weekly engineering lessons at three local Boys and Girls Clubs. _____ is involved in many extra-curricular activities yet works hard to maintain a high grade point average. _____ work ethic is stellar, _____ deeply understands the value of higher education, and I see _____ as a perfect fit for Cal-Poly's agricultural engineering program.

_____ is a natural leader. _____ has the ability to get others involved and they are excited to help and never feel intimidated or put upon. _____ is mature beyond _____ years. _____ calm demeanor sets _____ apart from others _____ age. _____ is a joy to work with and stays focused on any project until brought to a successful conclusion.

_____ is a dynamic person. _____ knows what _____ wants and where _____ wants to be in the future, and does not let anything get in the way of _____ success. I can't say enough about _____ abilities and the fact that _____ is so focused and driven. _____ will be a great asset to anything _____ applies _____ to.

I could go on and on about _____. _____ is one of those students that you value and will remember. _____ dedication is infectious and will be missed on the team. It is for these reasons that I am recommending _____ for the Southern California Association of Governments Scholarship Program.

Should you need additional information or have any questions, please feel free to call me at (805) 216-0363.

Sincerely,

Mrs. Velma L. Lomax

| Student Name/Address/Phone | Student ID | Gender |
|----------------------------|------------------|---------------|
| | | |
| | | Date of Birth |
| | | |
| | State Student ID | |
| | | |
| | Place of Birth | |
| | | |


Ventura USD
Official Transcript

Ventura High School 805-641-5116
Two North Catalina Street
Ventura, CA 93001-2475

| Entry Date | Counselor | Term Ending | Class of | Grade |
|------------|-------------|-------------|--------------|-------|
| 08/23/2011 | | 01/23/2015 | 2015 | 12 |
| Exit Date | Exit Reason | Grad Date | Diploma Type | |
| | | | | |

| Issued To | Print Date |
|---|--------------------------|
| PLEASE ENROLL STUDENT WITH THE STATE ID# ABOVE PLEASE FAX 805-641-5299 FOR STUDENT RECORDS | 02/17/2015 1 of 1 |

| GPA Type | GPA | Crdt Atmpt | Class Rank |
|-----------------------------|--------|------------|------------|
| Overall | 3.7333 | 300.0000 | 36 of 478 |
| Overall Weighted | 4.1500 | 300.0000 | 28 of 478 |
| Cal Grant | 3.7317 | 205.0000 | 30 of 478 |
| Total Credits Earned | | 300.0000 | |

| Course ID | Course | Mrk | Credits | Course ID | Course | Mrk | Credits | Work In Progress | Entry | Exit | | | | | | | | |
|---|--------------------------|--------|---------|---|-----------------------------|---------------------|---------|---|-----------------------------|------------------------|----------|-------------|-----------------|------------------|----------|----------|--|--|
| Cabrillo Middle School Grd 8 Semester 1 01/11 | | | | Ventura High School Grd 10 Semester 2 06/13 | | | | Ventura High School Grd 12 | | | | | | | | | | |
| ALG2051 | *Algebra 1 S1 | B | 0.0000 | 4552 | AP Computer Science A S2 | A | 5.0000 | 1182 | AP English Literature & Co | 01/27/15 | 06/11/15 | | | | | | | |
| TERM: | GPA | 0.0000 | Credits | 0.0000 | 1082 | English 10 H S2 | B | 5.0000 | 1624 | AP Economics | 01/27/15 | 06/11/15 | | | | | | |
| CUMULATIVE: | GPA | 0.0000 | Credits | 0.0000 | 4012 | French 2 P S2 | A | 5.0000 | 1792 | AP European History S2 | 01/27/15 | 06/11/15 | | | | | | |
| Cabrillo Middle School Grd 8 Semester 2 06/11 | | | | Ventura High School Grd 11 Semester 1 01/14 | | | | Standardized Test Scores Date Scores | | | | | | | | | | |
| ALG2052 | *Algebra 1 S2 | B | 0.0000 | 2512 | Phys Ed 2 S2 | A | 5.0000 | 3092 | Chemistry HP S2 | B | 5.0000 | CAHSEE | | | | | | |
| TERM: | GPA | 0.0000 | Credits | 0.0000 | 1552 | W Hist/Cul/Geo H S2 | A- | 5.0000 | 9672 | Robotics - ROP S2 | A | 10.0000 | CAHSEE ELA Pass | 03/13 | X:Pass | | | |
| CUMULATIVE: | GPA | 0.0000 | Credits | 0.0000 | 9672 | Robotics - ROP S2 | A | 10.0000 | TERM: | GPA | 3.7778 | Credits | 45.0000 | CAHSEE Math Pass | 03/13 | X:Pass | | |
| Ventura High School Grd 9 Semester 1 01/12 | | | | Ventura High School Grd 11 Semester 2 06/14 | | | | TERM: | | | | GPA | 3.7429 | Credits | 175.0000 | | | |
| 1041 | English 9 H S1 | B | 5.0000 | 1131 | AP English Language & Co | B | 5.0000 | 4041 | French 3 HP S1 | B+ | 5.0000 | CUMULATIVE: | GPA | 3.6250 | Credits | 40.0000 | | |
| 4001 | French 1 P S1 | B | 5.0000 | 4041 | French 3 HP S1 | B+ | 5.0000 | 2101 | Trig/Pre-Calc P S1 | A | 5.0000 | CUMULATIVE: | GPA | 3.7209 | Credits | 215.0000 | | |
| 3231 | Honors Biology S1 | A- | 5.0000 | 2101 | Trig/Pre-Calc P S1 | A | 5.0000 | 3131 | AP Physics B S1 | B+ | 5.0000 | | | | | | | |
| 2061 | Geometry P S1 | A | 5.0000 | 3131 | AP Physics B S1 | B+ | 5.0000 | 1591 | AP United States History S1 | A | 5.0000 | | | | | | | |
| 2581 | Ath/CR Cntry B F | A- | 5.0000 | 9121 | Cad Drafting AM S1 | A | 5.0000 | 9671 | Robotics - ROP S1 | A | 10.0000 | | | | | | | |
| 9671 | Robotics - ROP S1 | A | 10.0000 | TERM: | GPA | 3.6250 | Credits | 40.0000 | CUMULATIVE: | GPA | 3.7115 | Credits | 260.0000 | | | | | |
| 7504 | Health SM | A- | 5.0000 | CUMULATIVE: | GPA | 3.7209 | Credits | 215.0000 | | | | | | | | | | |
| TERM: | GPA | 3.7500 | Credits | 40.0000 | | | | | | | | | | | | | | |
| CUMULATIVE: | GPA | 3.7500 | Credits | 40.0000 | | | | | | | | | | | | | | |
| Ventura High School Grd 9 Semester 2 06/12 | | | | Ventura High School Grd 12 Semester 1 01/15 | | | |  | | | | | | | | | | |
| 1042 | English 9 H S2 | B+ | 5.0000 | 1132 | AP English Language & Co | B- | 5.0000 | 6001 | Intro Art 1 S1 | A | 5.0000 | | | | | | | |
| 4002 | French 1 P S2 | B | 5.0000 | 4042 | French 3 HP S2 | B+ | 5.0000 | 1181 | AP English Literature & Com | A- | 5.0000 | | | | | | | |
| 3232 | Honors Biology S2 | B+ | 5.0000 | 2102 | Trig/Pre-Calc P S2 | A- | 5.0000 | 4051 | French 4 HP S1 | A- | 5.0000 | | | | | | | |
| 2062 | Geometry P S2 | A- | 5.0000 | 3132 | AP Physics B S2 | B+ | 5.0000 | 2141 | AP Calculus AB S1 | A | 5.0000 | | | | | | | |
| 2502 | Phys Ed 1 S2 | A | 5.0000 | 1592 | AP United States History S2 | A | 5.0000 | 1791 | AP European History S1 | A- | 5.0000 | | | | | | | |
| 1814 | Geography P | A | 5.0000 | 9122 | Cad Drafting AM S2 | A | 10.0000 | 1654 | AP Government and Politics | B | 5.0000 | | | | | | | |
| 9172N | Computer Repair Non-Cert | A | 5.0000 | 9672 | Robotics - ROP S2 | A | 10.0000 | 9671 | Robotics - ROP S1 | A+ | 10.0000 | | | | | | | |
| 9672 | Robotics - ROP S2 | A | 10.0000 | TERM: | GPA | 3.6667 | Credits | 45.0000 | CUMULATIVE: | GPA | 3.7115 | Credits | 260.0000 | | | | | |
| TERM: | GPA | 3.6667 | Credits | 45.0000 | CUMULATIVE: | GPA | 3.7115 | Credits | 260.0000 | | | | | | | | | |
| CUMULATIVE: | GPA | 3.7059 | Credits | 85.0000 | | | | | | | | | | | | | | |
| Ventura High School Grd 10 Semester 1 01/13 | | | | Ventura High School Grd 12 Semester 1 01/15 | | | | | | | | | | | | | | |
| 4551 | AP Computer Science A S1 | A | 5.0000 | 6001 | Intro Art 1 S1 | A | 5.0000 | | | | | | | | | | | |
| 1081 | English 10 H S1 | B | 5.0000 | 1181 | AP English Literature & Com | A- | 5.0000 | | | | | | | | | | | |
| 4011 | French 2 P S1 | A- | 5.0000 | 4051 | French 4 HP S1 | A- | 5.0000 | | | | | | | | | | | |
| 2081 | Algebra 2 P S1 | A- | 5.0000 | 2141 | AP Calculus AB S1 | A | 5.0000 | | | | | | | | | | | |
| 2511 | Phys Ed 2 S1 | A | 5.0000 | 1791 | AP European History S1 | A- | 5.0000 | | | | | | | | | | | |
| 3091 | Chemistry HP S1 | B- | 5.0000 | 1654 | AP Government and Politics | B | 5.0000 | | | | | | | | | | | |
| 1551 | W Hist/Cul/Geo H S1 | A | 5.0000 | 9671 | Robotics - ROP S1 | A+ | 10.0000 | | | | | | | | | | | |
| 9671 | Robotics - ROP S1 | A | 10.0000 | TERM: | GPA | 3.8750 | Credits | 40.0000 | CUMULATIVE: | GPA | 3.7333 | Credits | 300.0000 | | | | | |
| TERM: | GPA | 3.7778 | Credits | 45.0000 | CUMULATIVE: | GPA | 3.7333 | Credits | 300.0000 | | | | | | | | | |
| CUMULATIVE: | GPA | 3.7308 | Credits | 130.0000 | | | | | | | | | | | | | | |

Course Flags (*:flag1, +:flag2) Column Labels (Mrk:Academic, Scores X:PassNoPass)

Valerie Lyette

| | |
|--|--|
| Submission Date | 04-29-2015 19:01:14 |
| Full Name | |
| Address | Street Address: City: Thousand Oaks State / Province: California Postal / Zip Code: 91320 |
| County | Ventura |
| Phone Number | |
| E-mail | |
| Internship Availability | June 2015 July 2015 August 2015 |
| Current Educational Status | High School Senior |
| Date of Graduation | 06/11/2015 |
| Name of Educational Institution | Thousand Oaks High School |
| Location of Educational Institution | City: Thousand Oaks State / Province: California |
| Grade Point Average (GPA) Type | Weighted |
| Grade Point Average (GPA) | 4.7 |
| Intended College / University | University of Notre Dame |
| Intended Major | Business |

A) List and Briefly Describe Your Extracurricular Activities (e.g., Memberships in Groups, Sports, etc.):

| Organization | Position Held | MM/YYYY to MM/YYYY |
|-----------------------|-------------------|--------------------|
| Scouts of America | Meeting Conductor | 09/2003 to 05/2015 |
| Girls Waterpolo | Sprinter | 07/2011 to 04/2015 |
| Swim Team | | 02/2012 to 05/2105 |
| Political Debate Club | | 10/2014 to 05/2015 |

Description of Responsibilities:

A girl scout of 12 years, I am currently guiding Troop towards achieving their Gold Awards having received both my Bronze and Silver Awards. I coordinate and lead monthly meetings.

B) List and Briefly Describe Volunteer Activities in Which You Have Been Involved:

| Organization | Activity | MM/YYYY to MM/YYYY |
|-----------------------------------|--|--------------------|
| California Scholarship Federation | Community Service Club | 09/2012 to 05/2015 |
| Link Crew | Club dedicated to easing the transition of freshmen into high school | 09/2012 to 05/2015 |
| Pay it Forward | Club spreading the philosophy of "random acts of kindness" | 09/2011 to 05/2015 |

Brief Description of Your Participation:

I am the treasurer of both the California Scholarship Association (C.S.F) and Pay it Forward. Both of these clubs often put on fundraisers for various charities, and I am in charge of managing the money flowing in and out of these accounts.

I am the Sergeant of Arms for Link Crew. I was also the head of the committee organizing Freshmen Orientation, the largest event that Link Crew puts on each year.

C) List Honors or Academic Awards You Have Received (e.g., Scholarly Activities, Research, etc.):

| Organization | Award / Honor | MM/YYYY |
|--|------------------------------|---|
| College Board | AP Scholar with Honor | 06/2014 |
| National Merit Scholarship Corporation | Commended Scholar | 09/2014 |
| Marmonte League | 2nd Team All League | 03/2015 |
| Thousand Oaks High School | Scholar Athlete | 03/2012, 06/2012, 03/2013, 06/2013, 03/2014, 06/2014, 03/2015 |
| Thousand Oaks Waterpolo | Coaches Award | 03/2015 |
| Thousand Oaks Waterpolo | Most Improved Varsity Player | 03/2014 |
| Thousand Oaks Swim Team | Most Outstanding JV Swimmer | 06/2012 |

D) List and Briefly Describe Any Work Experience:

| Organization | Position Held | MM/YYYY to MM/YYYY |
|--------------------------------|--|--------------------|
| Rob McCoy for Assembly | Regional Political Director | 09/2014 to 11/2014 |
| Thousand Oaks Tutoring | Chemistry, Geometry, and Essay Writing Tutor | 09/2014 to 05/2015 |
| FitTennis | Camp Counselor | 06/2014 to 08/2014 |
| Not Applicable (Self Employed) | Babysitter | 11/2013 to 05/2015 |

Brief Description of Your Work Responsibilities:

As a Regional Political Director, I made calls, wrote postcards, walked precincts, and trained adult volunteers in my district.

As a counselor at FitTennis Summer Camp, I coached kids in tennis, organized games, served lunch, and supervised pool play.

Essay

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.†

Agree

Signature

Initials

I am a people person. Parents want me to befriend their dull children, and neighbors stop me in the street to discuss gardening. Perhaps my freckles and easy smile (a combination bemoaned by my water-polo coach who wishes I looked more intimidating) are the culprit. Regardless, my ability to unintentionally, genuinely care about and connect with complete strangers caught the attention of a political campaign last September.

I volunteered for Rob McCoy, the Republican candidate for the 44th Assembly District's State Legislature seat, after one of his representative's came to talk to my AP Government class about internship opportunities. Those in charge of the campaign were impressed by my enthusiasm and hired me as a Regional Political Director, a huge honor and complete surprise. I wasted no time in forcing my younger siblings to refer to me by my official title, refusing to respond to anything else for a week.

As a member of Rob McCoy's team I perfected my ability to remain cordial whilst being called a variety of names by voters over the phone, one of whom proposed that I was probably a "dirty Red Sox fan," a slur I can only assume from his tone was the lowest of insults. By far, however, the people I spoke with were polite, intelligent folks who were concerned about their children's future. I went to debates, I began reading the local newspaper, and soon I could hold my own while discussing Proposition 13 and Common Core. My newfound political awareness was not a private lifestyle change—I involved my friends, revitalizing our school's debate club in my efforts to share and expand my knowledge of public policy. While walking precincts, I surveyed hundreds of homes, one weekend even visiting some 460 houses, earning me a spot on Rob McCoy for Assembly's Facebook page (you could say I'm famous). Having lived my whole life in Thousand Oaks, I was surprised to find that I knew so little about it, and going door to door introduced me to a variety of wonderful people, only one of whom mistook me for a confused Trick or Treater. I had found my calling—discussing politics with complete strangers was strangely fulfilling, and I enjoyed sharing the inside information I had attained as much as I enjoyed reevaluating my beliefs after I was introduced to a new angle, a new perspective of which I had previously been ignorant. I was making a real difference, both in my school and in my community, as I worked to inspire in others the passion I felt, not just for politics, but more importantly for the vision of a better future for our community.

Perhaps most significantly, I began to seek more responsibility and found that I was comfortable in a leadership role outside of the young adult sphere. In most of my previous leadership positions, I was simply in charge of organizing my enthusiastic peers into some semblance of order. As

a Regional Political Director, I was in charge of training and utilizing the adult volunteers in my district, most of whom had more than twenty years on me.

What with all the hours I had spent working, there was no doubt in my mind that Rob McCoy would win. And so when the results were totaled and he had lost by less than 3% of the vote, I couldn't help but feel confused. After much reflection, I realized that this was simply the nature of democracy—the majority wins, and I would not have it any other way. To be successful, I need to listen to the people, all of them, and not simply expect them to agree with me. Maybe I can change their minds, and maybe they can change mine. Regardless, I need to be ready to listen, because if there is one thing I learned, it is that public opinion should not be ignored. Now, my enthusiasm is for the process and my commitment is to America, not candidates. I'm majoring in political science to further equip myself to defend the rights of all, both by working as an attorney and later perhaps by running for office myself. I enjoyed taking part in such an important election, I delighted in being exposed to the faults in my arguments, and I'm proud of the politically aware person I have become.

Thousand Oaks High School
2323 Moorpark Road
Thousand Oaks, CA 91360
805-495-7491

April 22, 2015

Re:

To Whom It May Concern:

I have the pleasure of writing this letter of recommendation for _____ as high school guidance counselor. _____ is an intellectually curious and wonderful student. _____ is a young _____ who has what it takes to be a success at whatever _____ chooses to do.

_____ is a remarkable student who really has a deep interest in the classes _____ is taking and how _____ can apply everything _____ has learned. Over the course of _____ four years in high school, _____ has been able to do well in _____ classes (_____ has one of the highest GPA's in _____ graduating class) but also see the value in what _____ is learning. _____ isn't in it just for the grades but rather what _____ can gain from the knowledge. And _____ has chosen some challenging classes. By the time that _____ graduates in June, _____ will have completed over 15 advanced placement or honors courses. _____ is also an AP scholar for how well _____ has done in those classes; _____ earned a 4 or 5 on the AP exams for European History, US History, Chemistry and the English Language.

Besides all of the academic accolades _____ has accomplished, _____ is very involved in sports and extracurricular activities. _____ is a four year member of both our waterpolo team and swimming team. _____ has won many awards and always tries to push _____ is especially proud of _____ times and effort within _____ swim team. _____ has beat previous records and made _____ proud with _____ performance. Additionally, _____ is part of our Business majors program. _____ has done this for the last three years. Within this program _____ explores business jobs and opportunities. _____ is also responsible for an internship and job shadow. This is one of favorite activities at school. _____ truly exemplifies a go-getter student but also has a quiet energy around _____ that shines bright when _____ is doing something _____ loves. For _____ has a maturity and strength that _____ exudes at every opportunity.

I know that _____ is just at the tip of who _____ will be when _____ is older, and I am excited for _____ to begin that journey. _____ self-exploration will only be heightened as _____ studies her interests in college. I hope _____ can begin that journey at your institution.

I enthusiastically recommend _____ as a candidate for this scholarship. _____ is an excellent young _____ and deserving of this honor.

Respectfully,


Robyn Britt
Counselor
rbritt@conejousd.org



Thousand Oaks High School

2323 Moorpark Road
Thousand Oaks, CA 91360-3198
(805) 495-7491 – FAX (805) 374-1165



Lou Lichtl
Principal

Jeffery Baarstad, Ed. D
Superintendent of Schools

26 October 2014

To Whom It May Concern,

is one of the most interesting and inspiring students I have had the pleasure of working with in the past ten years. I first met as a student in my English 10 Honors class in the fall of sophomore year. From the start, stood out. is one of those students who truly loves learning, and makes connections both in and out of the classroom. has a quirky sense of humor that generously applied to many of assignments, and nothing about or work was ever dull. used enthusiasm to inspire fellow classmates as well. Students always wanted to be in group – not because did all of the work for them, but because helped them find their own best potential.

I was sad at the end of the year to see go; however, I was able to continue fairly regular interactions with creativity on the pool deck, where is an active member of our Water Polo and Swim teams. 's education is not confined to the four walls of a classroom – looks for opportunities to learn wherever is. Excitedly talking about AP U.S. History lesson with coaches while stretching out for practice is not something finds to be odd, and enthusiasm often pulls other teammates into the conversation as well.

Finally, possesses a calm confidence that never borders conceit. has no problem walking up to strangers, adult or otherwise, and striking up a conversation. pays attention to others' interests and is considerate to their feelings. These skills have aided as a Link Crew Leader at our high school. This group truly acts as ambassadors for our school, as well as a bridge for new students entering TOHS.

has my highest recommendation. is absolutely respected by students and faculty alike, and I am confident will make an excellent addition to your school.

Sincerely,

Kelly Abrams
English Teacher
Cheer & Dive Coach

| | | |
|----------------------------|------------------|--------|
| Student Name/Address/Phone | Student ID | Gender |
| | | |
| | Date of Birth | |
| | | |
| | State Student ID | |
| | | |
| | Place of Birth | |
| | | |



Conejo Valley USD Official Transcript

Thousand Oaks High School
2323 Moorpark Road
Thousand Oaks, CA 91360

805-495-7491

llichtl@conejousd.org

| Entry Date | Counselor | Term Ending | Class of | Grade |
|------------|-------------|-------------|--------------|-------|
| 08/24/2011 | | 01/23/2015 | 2015 | 12 |
| Exit Date | Exit Reason | Grad Date | Diploma Type | |
| | | | | |

| Issued To | Print Date |
|-----------|------------|
| | 02/17/2015 |
| | 1 of 1 |

| GPA Type | GPA | Crdt Atrmpt |
|-----------------------------|--------|-----------------|
| Cumulative | 3.9767 | 215.0000 |
| Scholastic | 3.9722 | 180.0000 |
| Weighted | 4.6944 | 180.0000 |
| Total Credits Earned | | 215.0000 |

| Course ID | Yr | Course | Mrk1 | Mrk2 | Credits | Course ID | Yr | Course | Mrk1 | Mrk2 | Credits | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------------|----------|----------------------|----------|------|---------|--|----|------------------------|------|------|---------|---------------------------|--------|--------|-------|-------|-------|-------|------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| English | | | | | | Physical Education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 171240 | 12 | English 9 H | A | | 5.0000 | 581786 | 12 | PE Waterpolo | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 171240 | 12 | English 9 H | A | | 5.0000 | 581586 | 12 | PE Swimming | A+ | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 171280 | 13 | English 10 H | A- | | 5.0000 | 581786 | 13 | PE Waterpolo | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 171280 | 13 | English 10 H | A | | 5.0000 | 581586 | 13 | PE Swimming | A+ | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +171345 | 14 | AP English Lang/Comp | A+ | | 5.0000 | 581786 | 14 | PE Waterpolo | A+ | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +171345 | 14 | AP English Lang/Comp | A | | 5.0000 | 581586 | 14 | PE Swimming | A+ | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +171350 | 15 | AP English Lit/Comp | A+ | | 5.0000 | 581786 | 15 | PE Waterpolo | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Visual and Performing Arts | | | | | | Science - Biological | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 201100 | 12 | Art Media | A | | 5.0000 | 601520 | 12 | Biology H | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 201100 | 12 | Art Media | A | | 5.0000 | 601520 | 12 | Biology H | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| World Languages | | | | | | Science - Physical | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 291320 | 12 | Spanish 1 CP | A | | 5.0000 | 601150 | 13 | Chemistry H | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 291320 | 12 | Spanish 1 CP | A | | 5.0000 | 601150 | 13 | Chemistry H | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 291330 | 13 | Spanish 2 CP | A | | 5.0000 | +601160 | 14 | AP Chemistry | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 291330 | 13 | Spanish 2 CP | A | | 5.0000 | +601160 | 14 | AP Chemistry | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 291340 | 14 | Spanish 3 CP | A- | | 5.0000 | +601432 | 15 | AP Physics-C Mechanics | A- | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 291340 | 14 | Spanish 3 CP | A- | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 291350 | 15 | Spanish 4 CP | A- | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Political Systems | | | | | | Work in Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +631075 | 15 | AP Government and | A | | 5.0000 | <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">Thousand Oaks High School</th> <th colspan="2">Grd 12</th> </tr> <tr> <th>Entry</th> <th>Exit</th> <th>Entry</th> <th>Exit</th> </tr> </thead> <tbody> <tr> <td>08/27/14</td> <td>08/12/15</td> <td>08/27/14</td> <td>08/12/15</td> </tr> <tr> <td>08/27/14</td> <td>08/12/15</td> <td>08/27/14</td> <td>08/12/15</td> </tr> <tr> <td>08/27/14</td> <td>08/12/15</td> <td>08/27/14</td> <td>08/12/15</td> </tr> <tr> <td>08/27/14</td> <td>08/12/15</td> <td>08/27/14</td> <td>08/12/15</td> </tr> <tr> <td>08/27/14</td> <td>08/12/15</td> <td>08/27/14</td> <td>08/12/15</td> </tr> <tr> <td>01/26/15</td> <td>08/12/15</td> <td>01/26/15</td> <td>08/12/15</td> </tr> <tr> <td>01/26/15</td> <td>08/12/15</td> <td>01/26/15</td> <td>08/12/15</td> </tr> </tbody> </table> | | | | | | Thousand Oaks High School | | Grd 12 | | Entry | Exit | Entry | Exit | 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | 01/26/15 | 08/12/15 | 01/26/15 | 08/12/15 | 01/26/15 | 08/12/15 | 01/26/15 | 08/12/15 |
| Thousand Oaks High School | | Grd 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Entry | Exit | Entry | Exit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 08/27/14 | 08/12/15 | 08/27/14 | 08/12/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01/26/15 | 08/12/15 | 01/26/15 | 08/12/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01/26/15 | 08/12/15 | 01/26/15 | 08/12/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| US History | | | | | | Standardized Test Scores | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +631550 | 14 | AP US History | A- | | 5.0000 | <table border="1" style="width: 100%;"> <thead> <tr> <th>Date</th> <th>Scores</th> </tr> </thead> <tbody> <tr> <td>03/13</td> <td>S:450</td> </tr> <tr> <td>03/13</td> <td>S:450</td> </tr> </tbody> </table> | | | | | | Date | Scores | 03/13 | S:450 | 03/13 | S:450 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date | Scores | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03/13 | S:450 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03/13 | S:450 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +631550 | 14 | AP US History | A- | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| World History | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +631260 | 13 | AP European History | A- | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +631260 | 13 | AP European History | A+ | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health/Auto Safety | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 321140 | 12 | Health | A+ | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 521215 | 12 | Geometry H | A- | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 521215 | 12 | Geometry H | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 521225 | 13 | Algebra 2 H | A- | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 521225 | 13 | Algebra 2 H | B+ | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 521760 | 14 | Math Analysis H | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 521760 | 14 | Math Analysis H | A | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| +621150 | 15 | AP Calculus | A- | | 5.0000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Course Flags (*Inf/ Baccalaureate, +Adv Placement) Column Labels (Mrk1: Academic, Scores S: Scaled Score) S- Standard CP- College Prep H- Honors AP- Advanced Placement

SCAG 2015 SCHOLARSHIP PROGRAM APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO: **VC-603**

COUNTY: **Ventura**

A E L1 L2 T

PERSONAL INFORMATION:

Full Name: _____

Address: _____

City: **Simi Valley**

State: **CA**

Zip Code: **93065**

Phone: _____

Email: _____

Availability for two-week internship in Summer 2015* (check all that apply):

June 2015

July 2015

August 2015

September 2015

**Students must be available for a two-week (80 hours) internship, in addition to attending a Regional Council meeting at the SCAG office in Los Angeles.*

To the best of my knowledge, the contents of my application are accurate and I am authorized to work in the United States.*

Applicant's Signature _____

Date

04/21/15

**Students will be asked to submit proof of eligibility to work in the United States if selected as a semi-finalist.*



SCAG 2015
SCHOLARSHIP PROGRAM
 APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO. VC-603

COUNTY: Ventura

EDUCATIONAL INFORMATION:

Current educational status (check one):

High School Junior High School Senior Community College

If community college student, list semesters completed*:

High School: Thousand Oaks High School

City/State: Thousand Oaks, CA

Date of Graduation: 06/11/15

Grade Point Average: 3.8

If graduating senior, name of intended college/university* California Polytechnic University, San Luis Obispo

Intended major: Wine and Viticulture

**Graduating students must provide proof of enrollment in higher education in order to receive the scholarship award.*

Community College (if applicable):

City/State:

Grade Point Average:

Intended major:

ACTIVITIES AND INTERESTS:

A.) List and briefly describe your extracurricular activities (e.g. memberships in organizations, sports, etc.):

| Organization Involved | Position Held | Date of Involvement |
|-----------------------|---------------|---------------------|
| ANA Majors | President | 09/01/11-06/11/15 |
| International Club | Secretary | 09/01/14-06/11/15 |
| Varsity Tennis | Player | 09/01/11-11/01/14 |
| Varsity Water Polo | Player | 11/01/11-02/15/15 |
| Varsity Swim | Player | 02/15/12-05/01/15 |

Brief description of your responsibilities (attach additional page(s) if necessary):

ANA stands for Agricultural, Natural Resources and Animal Science majors. As president I helped plan field trips and guest speakers. I am the secretary of the International Club and I take the notes as well as making sure people sign in. Ive been involved in sports since freshman year continuing through all the seasons with a new sport. I also have been doing Judo ever since I was five and I have competed internationally.

SCAG 2015
SCHOLARSHIP PROGRAM
APPLICATION FORM

FOR OFFICE USE ONLY

APPLICANT NO: VC-603

COUNTY: Ventura

ACTIVITIES AND INTERESTS (CONTINUED):

B.) List and briefly describe volunteer activities in which you have been involved:

| Organization | Activity | Date of Involvement |
|---------------------|-------------------|-----------------------|
| Knights Of Columbus | Fish Frys | 08/12/12-Present |
| YMCA | Coaches Assistant | 07/01/12-06/01/14 |
| Malibu Triathlon | Volunteer | 09/13/13 and 09/21/14 |
| St. Paschals | Youth Leader | 06/05/13 |
| | | |

Brief description of how you participated (attach additional page(s) if necessary):

I volunteer at the club at church called the Knights Of Columbus where every first Friday of the month, they have a fish fry and also every Friday during Lent, they also have homeless dinner that I volunteer at. At the YMCA I help my coach teach little kids self defense and Judo. During the Malibu Triathlon for two years in a row, I hand water out to the runners and hand out food after the run.

C.) List honors or academic awards you have received (e.g. scholarly activities, research, etc.):

| Award/Honor | Institution/Organization | Date |
|-----------------------|---------------------------|----------|
| Scholar Athlete Award | Thousand Oaks High School | 12/10/14 |
| Scholastic Award | USJF | 01/05/13 |
| MVP | TO Water Polo Team | 03/10/14 |
| Most Improved | TO Water Polo Team | 03/15/15 |
| | | |

D.) List and briefly describe any work experience:

| Position | Employer | Dates of Employment |
|-----------------|-------------------|---------------------|
| Receptionist | Mirage Hair Salon | 06/2013 |
| Swim Instructor | YMCA | 06/2013-Present |
| Lifeguard | RSRPD | 06/2014-Present |
| | | |

Brief description of your work responsibilities (attach additional page(s) if necessary):

I am a lifeguard and a swim instructor. I love teaching little kids and since I love the water so much I don't hurt that all summer I get to spend almost everyday at the pool.

Extra-Curricular

I am on the varsity tennis team, the varsity water polo team and the varsity swim team. I have done every season of sports starting the summer before freshman year, playing water polo, tennis in the fall, water polo in the winter and swim in the spring. When I graduate this June I will have eight varsity letters. I am the President of the Agriculture, Animal Science and Natural Resources majors and the secretary of the International club as well as a member of the Pay It Forward club.

I have been doing Judo since I was five and have traveled all over the country as well as internationally. When I was a freshman in high school I went to Japan over Christmas break for Judo. I learned more in those two weeks than I had in my eight years of Judo before that. Recently I went to El Salvador to fight at the Pan American Championships alongside the USA team. It was one of the most exhilarating and influencing trips I have taken.

I volunteer at the Knights of Columbus often, usually during their fish fry's. For the past two years I have volunteered at the Malibu triathlon. I am an assistant teacher at a Judo club in my hometown, Simi Valley. I go every Tuesday and Thursday. I have also volunteered at the YMCA in Northridge as an assistant coach. I volunteer at the local homeless dinner too.

I am a parishioner at Saint Paschal Baylon and I attend church every Sunday. I have participated in the youth programs at St. Paschal Baylon. I have been a youth leader for their summer programs for elementary children.

I worked as a receptionist at a salon in Simi Valley for the summer of 2013. In addition, I have worked at the Triunfo YMCA as a swim instructor for two years since summer of 2013. I have been working as a lifeguard and swim instructor at Rancho Simi Recreation Park District since May of 2014 and will continue to work there this summer.

I live in Simi Valley with my father, mother, older brother, my three ranch dogs, and my five barn cats. I have grown up on a 68 acre avocado ranch. Ever since I could walk I have been helping my father with the avocados. I have learned everything from him. From all the mistakes to the successes, living on an avocado ranch has made me into the person I am today.

Now I am a senior at Thousand Oaks High School and graduating this June. My brother is pursuing an Agricultural Business degree at Fresno State and is in his second year. I have done well throughout high school maintaining a 3.8 weighted GPA. I have studied many math and science courses. When I got to chemistry I realized how much I liked it and could understand it. I started to look at chemistry majors, when I came across Enology. It spiked my interest and I continued to research about Viticulture and Enology. I have a family friend who owns vines and I decided to do an internship with him to learn more about the vines and the process of winemaking. After the internship I was pretty hooked. I realized that making wine or being in a vineyard was something I really wanted to do. Wine and Viticulture is step in the direction of urban planning because I am planning for the future of Agriculture. Agriculture will always be a key factor in the world because people will always need to eat.

I'm the president of the Agriculture, Animal Science and Natural Resources majors club and over the course of four years I have listened to many people speak about their careers in agriculture. It has really informed me of the types of careers I could have in agriculture from a bee keeper to insurance adjuster, I have learned a lot.

Growing up on a farm has been hard work, from those cold winter nights waking up to turn on the heaters or sweating through all your clothes checking the irrigation in the burning summer sun. Even if there were years when my brother and I would not get Christmas presents because we needed to pay for the oil to put in the heaters. I have learned to always preserve and never let any opportunities pass you by. I work hard and manage my time well, being able to do all these sports, work on the ranch and still be able to get all my school work done. Agriculture will always be in my life, and I will apply the knowledge I have learned on the ranch to my studies and opportunities that will arise in the future.

I know that making wine is an obscure major to go into but in today's society it has grown to become more popular. I see myself one day walking through the vines of my vineyard heading to the barrel room to sample my latest vintage, vino de cielo. Agriculture is something that will always be needed here in the world for people need to eat. Wine and Viticulture contains both agriculture and hospitality for you can own a winery with a wine tasting room and so on. It requires a great deal of urban planning and public service to succeed. Doing an 80 hour internship would give me a huge insight into the future of urban planning and what I can do to make it better. It is my job to carry on the experiences and education I have and will learn to future generations and college will help me get there.



Thousand Oaks High School

2323 Moorpark Road
Thousand Oaks CA 91360-3198
(805) 495-7491 - FAX (805) 374-1165



Jeffrey L. Baarstad, Ph.D.
Superintendent of Schools

Lou Lichtl
Principal

3/06/2015

To whom it may concern:

is a good student and excellent athlete. is very committed to tennis, water polo and swimming. chooses to spend extra time training for these sports and volunteering for our community. During tenure at Thousand Oaks High School, has been a tri-athlete and outside of school practices Judo, an activity that has been involved with since the age of five! is now a black belt and has traveled all over the world to compete on the USA team.

In addition to athletics, has also spent quite a bit of time volunteering and performing community service. has been an active member of the school's Pay-It-Forward club since freshman year and has been elected Secretary of the International club this year. also coaches young children to swim and lifeguard. Lastly, has performed many hours of volunteer work through church, including homeless shelters, Knights of Columbus, and the Malibu Triathlon.

academics are strong. holds a 3.8 grade point average and has worked hard to keep grades strong while competing in sports throughout high school career. has expressed a strong interest in the agricultural field, specifically wine. In own words: "My family owns an avocado ranch so I knew that I wanted to go into agriculture. But when I found-out that some schools offered majors in viticulture and enology I got hooked! I would like someday to own a winery or to work for a major winery to gain experience".

is also a very energetic and personable young- ; morals and standards are high. Other students look up to and is a motivating factor as well as a team player. is dependable and very approachable. has my respect and my enthusiastic recommendation.

Cordially,

Dr. Elizabeth Dee
Counselor

Thousand Oaks High School
Home of the Lancers



Thousand Oaks High School

2323 Moorpark Road
Thousand Oaks, CA 91360-3198
(805) 495-7491 – FAX (805) 374-1165



Jeffrey L. Baarstad, Ph.D.
Superintendent of Schools

Lou Lichtl
Principal

April 22, 2015

To whom it may concern,

I am writing this letter of recommendation for _____, I have known Skye for 2 years. _____ was in my Spanish 3CP class _____ junior year and this year, as a senior, _____ is in my Spanish 4CP class. I have been a teacher for many years and every once in a while I am fortunate enough to have a student like _____ in my class. It is a true honor to write this letter as _____ is an outstanding student and individual.

The first words that come to my mind when I think of _____ are **intelligent, hardworking, responsible, creative, energetic, confident, personable, and mature.** _____ has prioritized _____ time and values _____ education. _____ study habits, homework, and class work are always neat and punctual. Even though _____ is bright and learns new concepts quickly, _____ possesses a genuine love of learning. _____ frequently researches information on _____ own outside of class. There have been many times when _____ has commented after class about something related to the class that _____ did at home and/or with _____ family and friends. _____ is curious to learn new ideas and then make connections. Not surprisingly, _____ actively participates in all presentations, songs, skits, debates, games, and videos in my class. _____ class projects including videos are always creative, humorous, and original. _____ is refreshingly self-confident and well spoken, and has the rare ability to laugh at _____ when _____ makes a mistake. _____ then has the talent of learning from the error and not repeating it. Additionally, _____ is kind and considerate of others. _____ is well-liked by _____ peers and my colleagues. And with regards to work skills, _____ possesses the ability to work as well independently as in a small group or large group setting, including speaking in front of the class, if it is necessary. _____ has been improving _____ leadership skills both in school and off campus. _____ is a natural leader who is compassionate and well respected.

_____ has **successfully taken on a heavy academic load and extracurricular activities** while in high school. _____ has taken a variety of classes and maintained a solid GPA. _____ has been a central member on the school's _____ tennis, swim, and water polo teams for all four years. Apart from sports on campus, _____ has been involved in multiple clubs, holding officer positions in three of them. Off campus, _____ has been involved in Judo since _____ was small, eventually earning a black belt and competing on the USA team at the Pan American Championships in El Salvador. In fact, _____ has traveled the world because of Judo. And if this is not enough, _____ has also volunteered at _____ church and in the community at various events over the years. _____ is far more centered, focus, and mature than _____ teenage peers. _____ is a model student and individual.

I highly recommend _____. If I can be of further help, please do not hesitate to contact me. My school email is hvilla@conejousd.org and my number at Thousand Oaks High is (805) 495-7491, ext. 1602.

Sincerely,

Hillary Villa
Spanish Teacher and World Languages Department Chair

Thousand Oaks High School
California Distinguished School 2001
National Blue Ribbon School 2002

| | | |
|----------------------------|------------------|--------|
| Student Name/Address/Phone | Student ID | Gender |
| | | |
| | Date of Birth | |
| | | |
| | State Student ID | |
| | | |
| | Place of Birth | |
| | | |



Conejo Valley USD
Official Transcript

Thousand Oaks High School 805-495-7491
2323 Moorpark Road
Thousand Oaks, CA 91360 lichtl@conejouisd.org

| Entry Date | Counselor | Term Ending | Class of | Grade |
|-----------------------------|-------------|-------------|-----------------|-------|
| 08/24/2011 | | 01/23/2015 | 2015 | 12 |
| Exit Date | Exit Reason | Grad Date | Diploma Type | |
| | | | | |
| GPA Type | | GPA | Crdt Atmpt | |
| Cumulative | | 3.8810 | 210.0000 | |
| Scholastic | | 3.8611 | 180.0000 | |
| Weighted | | 3.8611 | 180.0000 | |
| Total Credits Earned | | | 210.0000 | |

| Issued To | Print Date |
|-----------|------------|
| | 04/21/2015 |
| | 1 of 1 |

| Course ID | Yr Course | Mrk1 | Mrk2 | Credits | Course ID | Yr Course | Mrk1 | Mrk2 | Credits |
|-----------------------------------|------------------------|------|------|---------|----------------------------------|------------------------------|----------|----------|---------|
| Economics | | | | | Physical Education | | | | |
| 631220 | 15 Economic Systems CP | A- | | 5.0000 | 581786 | 12 PE Waterpolo | A | | 5.0000 |
| Elective | | | | | Science - Biological | | | | |
| 081210 | 12 Career Preparation | A+ | | 2.5000 | 581586 | 12 PE Swimming | A+ | | 5.0000 |
| English | | | | | Science - Physical | | | | |
| 171230 | 12 English 9 CP | A- | | 5.0000 | 601515 | 13 Biology CP | A | | 5.0000 |
| 171230 | 12 English 9 CP | B+ | | 5.0000 | 601515 | 13 Biology CP | A | | 5.0000 |
| 171270 | 13 English 10 CP | B+ | | 5.0000 | Social Science | | | | |
| 171270 | 13 English 10 CP | A- | | 5.0000 | 631280 | 12 Introduction to Geography | A | | 2.5000 |
| 171310 | 14 English 11 CP | A | | 5.0000 | Work In Progress | | | | |
| 171310 | 14 English 11 CP | A | | 5.0000 | Thousand Oaks High School | | | | |
| 171340 | 15 English 12 CP | A+ | | 5.0000 | Grd 12 | | | | |
| Visual and Performing Arts | | | | | Entry | | | | |
| 201430 | 14 Photography 1-2 | A+ | | 5.0000 | 171340 | English 12 CP | 08/27/14 | 06/12/15 | |
| 201430 | 14 Photography 1-2 | A+ | | 5.0000 | 291350 | Spanish 4 CP | 08/27/14 | 06/12/15 | |
| World Languages | | | | | Exit | | | | |
| 291320 | 12 Spanish 1 CP | A | | 5.0000 | 521740 | Math Analysis CP | 08/27/14 | 06/12/15 | |
| 291320 | 12 Spanish 1 CP | A- | | 5.0000 | 761380 | Study Hall | 08/27/14 | 06/12/15 | |
| 291330 | 13 Spanish 2 CP | A- | | 5.0000 | 761601 | Unscheduled Per 1 | 08/27/14 | 06/12/15 | |
| 291330 | 13 Spanish 2 CP | A- | | 5.0000 | 761606 | Unscheduled Per 6 | 08/27/14 | 06/12/15 | |
| 291340 | 14 Spanish 3 CP | A | | 5.0000 | 631060 | US Government and Politics | 01/26/15 | 06/12/15 | |
| 291340 | 14 Spanish 3 CP | A | | 5.0000 | 581586 | PE Swimming | 03/19/15 | 06/12/15 | |
| 291350 | 15 Spanish 4 CP | A | | 5.0000 | Standardized Test Scores | | | | |
| US History | | | | | Date | | | | |
| 631546 | 14 US History CP Per 1 | A- | | 5.0000 | Scores | | | | |
| 631546 | 14 US History CP Per 1 | A | | 5.0000 | CAHSEE | | | | |
| World History | | | | | English Lang. Arts 03/13 S:400 | | | | |
| 631640 | 13 Wrld Hist/Geog CP | A- | | 5.0000 | Mathematics 03/13 S:395 | | | | |
| 631640 | 13 Wrld Hist/Geog CP | A- | | 5.0000 | | | | | |
| Health/Auto Safety | | | | | | | | | |
| 321140 | 12 Health | A | | 5.0000 | | | | | |
| Mathematics | | | | | | | | | |
| 521203 | 12 Algebra 1B | A+ | | 5.0000 | | | | | |
| 521203 | 12 Algebra 1B | A+ | | 5.0000 | | | | | |
| 521220 | 13 Geometry CP | A- | | 5.0000 | | | | | |
| 521220 | 13 Geometry CP | A- | | 5.0000 | | | | | |
| 521230 | 14 Algebra 2 CP | B | | 5.0000 | | | | | |
| 521230 | 14 Algebra 2 CP | B | | 5.0000 | | | | | |
| 521740 | 15 Math Analysis CP | B+ | | 5.0000 | | | | | |



Course Flags (*:Intl Baccalaureate, +:Adv Placement) Column Labels (Mrk1:Academic, Scores S:Scaled Score) S- Standard CP- College Prep H- Honors AP- Advanced Placement

Divette Muñoz
REGISTRAR