



# Lake Washington University

*“Discite Somnium Creare”*

**THE NEXT  
100 YEARS**

Lake Washington University (LWU) located in Seattle, Washington, is one of the world’s premier universities structured to encourage thoughtful, critical discourse in an inclusive environment. LWU has a distinctive tradition and commitment to undergraduate education with renowned professional schools – the Walker School of Humanities and the Lozano School of Engineering. LWU also offers more than 100 programs in the humanities, the fine and performing arts, and the social, mathematical, and natural sciences.

## **Mission**

“To inspire curiosity and a love for lifelong learning, to foster independent and original research, and to bring the benefits of discovery to the world with a commitment to social justice and service to others.”

<b>Founded:</b>	1924
<b>Type:</b>	Four-year private, liberal arts research university
<b>Affiliation:</b>	Non-denominational, co-educational, Liberal Arts and professional programs. Approximately
<b>Students:</b>	4,076 undergraduate and 900 graduate students. Students come from 50 states and 65 countries with 89% living on campus all four years.
<b>Faculty:</b>	A 11:1 Student-to-Professor ratio and 93% hold a Ph.D. or equivalent.
<b>Motto:</b>	<i>Discite Somnium Creare</i> (“Learn, Dream, Create”)
<b>Color:</b>	Grey & White
<b>Mascot:</b>	The Wolves
<b>Athletics:</b>	NCAA Division III. LWU is in the Cascade League. Approximately 300 students compete in athletics.

## **Undergraduate Admission**

**Last Year’s Class:** 17,300 students applied      5,011 students admitted      1,072 students enrolled

**Deadlines:** Early Action - November 15; Regular Decision - January 15  
LWU does not offer Early Action Single Choice or Early Decision.

## **Admitted Student Profile**

**Mid 50% Un-weighted GPA (LWU’s recalculated GPA on a 4.0 scale):** 3.65 - 3.98

## **Applicants - required documents:**

- |                           |  |
|---------------------------|--|
| ✓ The Common Application  | ✓ Letter(s) of Recommendation                  |
| ✓ Essay                   | ✓ Transcript, including freshman-junior grades |
| ✓ Writing Supplement      | ✓ FAFSA  |
| ✓ Secondary School Report | ✓ CSS Profile                                  |
|                           | ✓ Optional Interview                           |

Admission is based on a holistic review of each application. LWU values the way students have challenged themselves in the classroom, their commitment to activities, and the time they took to carefully write their personal statement. That tradition continues and is affirmed in our Test-Blind admission process which in addition to the ACT/SAT includes results from AP exams and Subject Tests. Along with a student’s academic credentials, a student’s character/personal qualities, extracurricular activities, and talents are also considered. LWU Interviews conducted by admission officers or alumni are available and strongly encouraged – either in-person or virtual.

## **Financial Aid**

Tuition and fees: Undergraduate: tuition \$61,227; room, board, and mandatory student fees \$18,288; Total \$79,515.

FAFSA and CSS Profile Required. LWU meets full need. Nearly 89% of undergraduates receive some type of merit scholarship and/or need-based financial aid. The LWU Admission Committee does not consider financial need or the ability to pay in the evaluation of an applicant’s credentials.

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## JONAH TYLER “JT” MORRIS

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### PROFILE

#### Personal Information

Name	Jonah Tyler “JT” Morris
Sex, Birthdate	Male, 11/11/2005
Address	San Francisco, CA

#### Language

English	First Language, Speak, Read, Write,
Spanish	Spoken at home Speak, Read, Write
Hebrew	Speak, Read

#### Citizenship

Citizenship Status	United States Citizen
Birthplace	Sacramento, California – United States

### FAMILY

#### Household

Parents	Married
Home	Both Parents

#### Parent 1

Name	Father – Michael Morris, address: same as my home address
Occupation	Educator, Palo Alto Unified School District
Education	Lake Washington University – BA University of the Pacific – EdD

#### Parent 2

Name	Mother – Lindsay Morris, address: same as my home address
Occupation	Owner/CEO, Morris Realty
Education	Real Estate License Program, Stockton, CA – Certificate

#### Siblings

Name(s)	Elliott Morris, 20 years old
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## JONAH TYLER “JT” MORRIS

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### EDUCATION

**School**            **North Point High School**  
San Francisco, CA

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#### Senior Year Courses

Literature – Full Year  
Statistics – Full Year  
AP Spanish 4 – Full Year  
AP Government Comparative Government & Politics – Full Year  
AP Psychology – Full Year  
Model United Nations

#### Honors and Awards

National Model United Nations – Outstanding Delegate (New York) – 11th grade  
National Spanish Exam – Premio de Oro – 10th grade

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#### Future Plans

<b>Prospective Major(s)</b>	Public Policy and Latin American Studies
<b>Career Interests</b>	Policy Research

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## JONAH TYLER “JT” MORRIS

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### ACTIVITIES

#### **Intern**

11, 12  
30 hw 4 wy

Office of California State Senator Scott Wiener  
Internet researcher of Solar Energy and Storage  
Intern Summer 2022 and Summer 2023

#### **Community Service**

11, 12  
4 hw 40 wy

Bay Area Youth Service League  
Communications Chair, Volunteer

#### **Spanish Club**

9, 10, 11, 12  
4 hw 40 wy

The Spanish Club  
President, 11th and 12th grades

#### **Jewish Awareness**

9, 10, 11, 12, continue  
2 hw 40 wy

The Jewish Awareness Club  
Vice-President – 11th, President – 12th

#### **Model United Nations**

9, 10, 11, 12  
5 hw 40 wy

National Model United Nations  
President & Chief Delegate, 11th and 12th grades

#### **Heartland Alliance Club**

11, 12  
2 hw 40 wy

Heartland Alliance International  
Northpoint High School Chapter  
President & School Delegate, 12th grade

#### **Anti-Bullying Club**

11, 12  
4 hw 40 wy

ABC – Anti-Bullying Club  
Vice-President – 11th, President – 12th

# JONAH TYLER “JT” MORRIS

## TRANSCRIPT

North Point High School  
49 Bayview Drive  
San Francisco, CA 94301

### Transcript for JONAH TYLER THOMAS

Grade 9 (2020-2021)	Fall	Spring	Grade 10 (2021-2022)	Fall	Spring
English Composition	B	A-	British Lit	B+	A-
Algebra 1	B-	C+	Geometry	C+	B-
Spanish 1	A	A	Spanish 2	A	A
Biology	B+	B-	Chemistry	C+	B+
Modern Civilization	A-	A-	HON European History (*)	B+	A-
Health/Intro to the Arts	B	C+			
<b>9th Grade GPA - Weighted</b>			<b>10th Grade GPA - Weighted</b>		
<b>3.50</b>			<b>3.00</b>		
<b>3.50</b>			<b>3.60</b>		
<b>9th Grade GPA - Unweighted</b>			<b>10th Grade GPA - Unweighted</b>		
<b>3.50</b>			<b>2.80</b>		
<b>3.00</b>			<b>3.40</b>		
<b>3.50</b>			<b>3.40</b>		
Grade 11 (2022-2023)	Fall	Spring	Grade 12 (2023-2024)	Fall	Spring
Comp/Literature	A-	A	English Literature		
Algebra 2	B	B+	Statistics		
HON Spanish 3 (*)	A	A	AP Psychology (*)		
Environmental Science	B+	A	AP Gov & Politics (*)		
HON Psychology/Sociology (*)	A-	A	AP Spanish 4 (*)		
AP US History (*)	A	A	Model United Nations		
<b>11th Grade GPA - Weighted</b>			<b>12th Grade GPA - Weighted</b>		
<b>4.17</b>			<b>4.33</b>		
<b>3.67</b>			<b>3.83</b>		
<b>3.67</b>			<b>3.83</b>		
<b>3.67</b>			<b>3.83</b>		

<b>Cumulative GPA - Weighted (*) 3.60</b>
<b>Cumulative GPA - Unweighted 3.36</b>

This transcript is unofficial unless embossed with the official school seal. All letter grades on this transcript, except Physical Education, are used in the calculation of the unweighted GPA. The weighted GPA is calculated by adding one point for AP and Honors courses which are marked with an asterisk (\*). Also, a “+” or a “-” does not affect the GPA.

## JONAH TYLER “JT” MORRIS

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### WRITING

#### PERSONAL ESSAY

**Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design. *Limit 650 Words***

To know me is to know I love coffee.

Each morning, I enter class with my reusable cup filled to the brim. After school, I either grab a quick coffee or go to a cafe to do my homework. My favorite coffee is from a small chain called Spike’s Coffee & Tea. Its trendy shop is decorated with cases of coffee bags dominating the walls, accompanied by the distinct smell of espresso, soft jazz, and baristas calling (not shouting) out orders. Big over-stuffed chairs add to the warm atmosphere. I was hooked the first time I tried their coffee.

Surprisingly, it wasn't the coffee that made me fall in love with Spike’s, rather the special community it offered. I was instantly inspired to see people with various interests congregating comfortably in one place, working harmoniously. It felt as if I were at a coffee shop at the UN – multiple languages and a full rainbow of cultures were evident. I realized Spike’s was a place where ideas could bloom and develop. The extra shot of caffeine didn’t hurt either.

I became a regular, and charismatic baristas prepared my usual as I arrived. They would greet me with “Hey, it’s the whale kid” – you know, Jonah and the .... You get it. Their energy was contagious and elevated my mood daily. No matter the level of stress in my day, Spike’s became a place I could feel focused, but simultaneously happy and at peace. Spike’s quickly became my community...who would have thought? An obsession developed, and like every great obsession, I had to share it. I introduced my best friend Noah to Spike’s and we bonded over an almost ridiculous addiction – coffee from the Sierra Nevada region of Columbia and avocado toast on extra sour sourdough bread – local and organic, of course. You can say it became our "spot", as we were constantly there together.

All of my fondest memories are associated with coffee. While working on my speech about the deforestation of Peru for Model United Nations, I drank cup after cup of Peruvian coffee with its bright acidity, vibrant floral aromas, and rich sweetness. I used some money I received at my bar mitzvah to purchase a special pot to steep and prepare strong Turkish coffee which came in handy while trying to keep my head on straight during the second semester of my junior year. Finally, I bought a coffee grinder that crushes the beans instead of chopping them. Every morning my parents are awakened by the sound of beans being crushed and the heady aroma of coffee being brewed – one delicious drop at a time. My mom got me a chalk board to write the day’s coffee on it – she thought this was funny.

My love of coffee is a snapshot of who I am. Coffee beans must be certified fair trade – I care about equality and fairness. They must be organic – I care about what goes into my body. I don’t use bottled water for my coffee – I filter water from the tap – I care about the future of our planet.

While it may not be the secret ingredient for world peace, at the National Model United Nations Conference in Germany a group of us from various delegations gathered virtually over cups of coffee and discussed topics ranging from renewable energy to human trafficking to social media and the increase of

cyberbullying to hunger and famine. We didn't solve any of these problems, determination kept the conversations going.

Above all else, if you know what kind of coffee I am drinking you just might know time. As I write this, I am drinking one of my favorites – Jamaican Blue Mountain body exhibiting a rich chocolate finish with no bitterness or aftertaste.

What's in your cup?

## **ADDITIONAL INFORMATION**

**“Community disruptions such as COVID 19 and natural disasters can have deep and long lasting impacts. If you need it, this space is yours to describe those impacts. Colleges care about the well- being, safety, family circumstances, future plans, and education, including technology and quiet study spaces.” *Limit 250 Words***

Due to the necessary health precautions and to accommodate delegations who are concerned about social distancing issues, the National Model United Nations Confer place in Washington, DC in November, 2020 was been re-imagined as a hybrid conference. For me, this was devastating news as as I was really looking forward to my first Model United Nations event.

As President and delegate to the Heartland Alliance International (HAI), I have been participating in national meetings. The mission of HAI is to secure the rights and we people and groups, including women and girls, and members of the lesbian, gay, bisexual, questioning, intersex, and plus community. Many individuals who self-identify in one often most vulnerable during times of crisis. The activities I have organized include arranging for meal delivery and coordinating “Nurturing Notes” to those without internet access.

## JONAH TYLER “JT” MORRIS

### LAKE WASHINGTON UNIVERSITY – GENERAL SUPPLEMENT

#### GENERAL

<b>Preferred start term</b>	Fall, 2024
<b>Admission Plan</b>	Regular Decision

#### ACADEMICS

<b>1<sup>st</sup> Choice Major</b>	Public Policy
<b>2<sup>nd</sup> Choice Major</b>	Spanish

#### CONTACTS

<b>Contact 1</b>	Campus tour
<b>Contact 2</b>	Preview Program – San Francisco
<b>Contact 3</b>	High School Visit
<b>Contact 4</b>	College Fair at the Santa Clara Convention Center LWU Family Day
<b>Contact 5</b>	Interview - virtual
<b>Contact 6</b>	Made email contact with assigned admissions counselor

#### FAMILY

<b>Sibling Applied</b>	No
<b>Relative(s) Attended</b>	Yes - Michael Morris (father)

### LAKE WASHINGTON UNIVERSITY – WRITING SUPPLEMENTS

#### Why are you a fit for Lake Washington University?

Lake Washington University has appealed to me ever since my dad told me stories about how much fun and how much he learned at LWU. I mean, who wants to go to a school just because their dad went there? But I really never gave it a second thought until a friend from the Bay Area Youth Service League recommended I look at LWU because of my interest in public policy. When thinking about a major, I have gravitated towards Political Science and Public Policy. I was especially interested in Dr. Caso’s class on “Human Rights in Contemporary Mayan Literature.” The combination of social issues, political philosophy, and Latin American literature made me excited with anticipation.

An LWU Admission counselor visited my school and talked about campus life, how great the food was, how students from California adjust to the rainy days in Seattle, and more. I asked a ton of questions and with each of his answers, I felt that he was describing my ideal school. Finally, my dad and I got to visit campus and stepping foot on campus and seeing his old dormitory reaffirmed everything I had read and researched. I spoke to former classmates who were deliriously happy at LWU. I know LWU has everything I want and I am excited to apply. I look forward to contributing to campus life, being a happy student and a loyal alumnus. And finally, I am super excited that there are a ton of coffee shops nearby. I am a HUGE coffee snob. I know LWU is the place for me and look forward to joining the LWU family – like my dad.



# JONAH TYLER “JT” MORRIS

## Secondary School Report (SSR) – Part 1

**School**                      **North Point High School**

North Point High School is a co-educational, four-year public high school. The school community will help its students become critical thinkers and life-long learners who think critically and act thoughtfully. Total enrollment is 2,351 students with 544 seniors. Approximately 84% of the graduating seniors attend four-year colleges and 14% attend two-year college.

### School AP Policy

Curriculum offered: 17 Advanced Placement classes in English, Mathematics, World Languages, Computer Science, Social Sciences, Art, Music, and Science.

### Counselor Details

**Name, e-mail, phone**                      Louise Jonas, Jonas\_Louise@sfusd.ca.us (415) 555-9121 – direct line

### Written Evaluation

**Relationship to applicant**                      College Counselor/Academic Advisor for four years  
**Descriptors**                                      Witty, enjoys robust debates, reflective, global  
**Any school discipline or Criminal history**                      No

### Rank, GPA, and strength of curriculum for Jonah Tyler Morris

**Rank:** NPHS does not Rank  
**GPA**

Weighted: 3.60  
 Unweighted: 3.36

#### Curriculum Rigor

- Most Demanding
- Very Demanding
- Demanding
- Average

### Please rate the applicant – Jonah Tyler Morris – in the following areas:

	No Basis	Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top Few (top 1%)
Academic Achievement					<b>X</b>			
Extracurricular Accomplishments							<b>X</b>	
Personal qualities and character							<b>X</b>	
<b>OVERALL</b>						<b>X</b>		

## JONAH TYLER “JT” MORRIS

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### TEACHER - Letter of Recommendation

#### RECOMMENDATION FOR: **JONAH TYLER MORRIS – “JT”**

I have been a teacher for 17 years at North Point High School and have had the pleasure of working with a diverse classroom of students in the areas of history and government. I also advise our chapter of National Model United Nations. I first met JT in my 9th grade Modern Civilization class. His nuanced understanding of the complex issues surrounding the Vietnam War was startling for someone so young. I have truly enjoyed watching him blossom over the last few years.

Truth be told, JT was not very impressive the first few weeks of class. Although he turned work in on time, it was not put together and had the feeling of being scattered. Half way through the year, after earning a B- during his first semester, it was as if a switch had been flipped. JT would spend time in my classroom during lunch and after school, asking questions about his work, and looking for ways to make improvements. JT matured dramatically in his first year at North Point, and I think found a true passion for writing opinion papers in my class. He turned things around and earned a solid A-; clearly, he had made huge improvements.

As his sophomore year approached, JT enrolled in my Honors European History course with great enthusiasm. The work load proved extremely challenging for him; JT was frustrated with the grades he was earning on assignments – mostly B’s and some C’s. Still, his maturity and strong work ethic were apparent. I remember JT reaching out to me one day to ask questions about a recent assignment – the underlying causes of World War I. JT is a keen student when he is on his own and is confident contributing his thoughts to classroom discussions. He is very insightful.

JT squeezed into my AP Government & Policy course this year and is doing quite well (I did not have him for 11th grade AP US History). JT is a very good writer – though his grammar and structure could stand fine-tuning but the content is always spot-on. I look forward to reviewing his work because his voice comes through with clarity, is genuine, and his reasoning impeccable. He has accomplished so much and can only but improve his already highly developed ability of discernment and analysis. JT will likely thrive in a liberal arts environment, and does quite well in smaller classroom settings; something he’s exhibited greatly this year.

During his junior year, JT was awarded the highly coveted distinction of Outstanding Delegate at the National Model United Nations Conference in New York. His speech and paper on the effects of de-forestation in Peru on global warming received considerable praise. All of us at North Point are extremely proud of him. I hope that you’ll accept my highest recommendation for JT – a mature, hardworking high school student. He is truly a pleasure to have in my class. I have seen how he has developed into an incredibly strong student and contributor over these past four years, and I know the next four will be equally, if not more so, impressive.

Diane Wheeler

History and AP Government Teacher, North Point High School

Faculty Advisor – North Point High School Chapter of National Model United Nations Copyright

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## MAYA LEILANI CARTER

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### PROFILE

#### Personal Information

Name	Maya Leilani Carter
Sex, Birthdate	Female, 03/14/2006
Address	La Jolla, CA

#### Citizenship

Citizenship Status	US Citizen
Birthplace	Honolulu, HI

#### Language

English	First Language, Speak, Read, Write, Spoken at home
Hawaiian	Spoken at home (with mom and grandmother)

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### FAMILY

#### Household

Parents	Married
Home	Both Parents

#### Parent 1

Name	Mother - Maleah A. Carter, address: same as my home address
Occupation	Founder, Kekaulike Ohana Arts Foundation, non-profit organization
Education	Hawai'i Pacific University – BA Art History

#### Parent 2

Name	Father – Daniel S. Carter, address: same as my home address
Occupation	Operations Research Analyst, San Diego Naval Station
Education	United States Naval Academy, BS Cyber Operations Hawai'i Pacific University, MS Business Analytics and Information Security

#### Siblings

Name(s)	Koa Carter, 19 years old
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## MAYA LEILANI CARTER

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### EDUCATION

**School**            **Academy of the Holy Child (AHC)**  
San Diego, CA

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#### Senior Year Courses

AP English – Full Year  
Calculus – Full Year  
AP Art History – Full Year  
AP Human Geography – Full Year  
AP Government/Economics – Full Year  
World Religions & Philosophy – Full Year

#### Honors and Awards

Honor Roll – 9th grade  
Honorable Mention – Merrie Monarch Hula Festival – 11th grade  
Girl Scouts – Silver Award, Gold Award

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#### Future Plans

<b>Prospective Major(s)</b>	Business
<b>Career Interests</b>	Corporate Attorney

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## MAYA LEILANI CARTER

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### ACTIVITIES

#### Community Service

9, 11, 12  
3 hw 4 wy, Continue

Susan G. Komen Walk  
Participate every year in the Susan B. Komen Race for the Cure to raise funds to save lives and end breast cancer forever

#### Work (Paid)

11, 12  
5 hw 30 wy

Leilani's Café  
Hostess, processed payments, took reservations

#### Internship

11 Summer  
6 hw 12 wy

Internship - Kekaulike Ohana Arts Foundation, non-profit organization  
Assisted with general office work at the Kekaulike Ohana Arts Foundation, non-profit organization and helped to edit websites

#### Club

10, 11, 12  
5 hw 40 wy, Continue

Hawaiian Culture Awareness Club  
Member, Vice-President, 12th - President

#### Club

9, 10, 11, 12  
5 hw 40 wy, Continue

Black Student Union  
Member, Member, Historian, 12th – Vice-President  
Virtual 9th grade

#### Summer Program 12

30 hw 2 wy

Girls Who Code – Summer Immersion Program  
Learned to code in HTML, JavaScript, and Python  
Help maintain mom's website

#### Summer Program 11

40 hw 2 wy

Intensive Law & Trial Summer Program  
Stanford University Law School  
Did mock trials, created oral arguments, and worked with evidence

# MAYA LEILANI CARTER

## TRANSCRIPT

### ACADEMY OF THE HOLY CHILD

4860 Arizona Drive  
San Diego, CA 92116

### Transcript for MAYA LEILANI CARTER

Grade 9 (2020-2021)	Fall	Spring	Grade 10 (2021-2022)	Fall	Spring
English Composition	A	A	HON British Lit (*)	B-	B+
Geometry	C+	B-	Algebra 2	C-	B+
Spanish 2	A	B+	Spanish 3	C	B+
Biology	B	B-	HON Chemistry (*)	C-	B+
World History	B+	B+	European History	B-	B+
Religion 9	A	A-	Religion 10	B-	B+
<b>9th Grade GPA - Weighted</b>	<b>3.33</b>	<b>3.33</b>	<b>10th Grade GPA - Weighted</b>	<b>2.83</b>	<b>3.33</b>
<b>9th Grade GPA - Unweighted</b>	<b>3.33</b>	<b>3.33</b>	<b>10th Grade GPA - Unweighted</b>	<b>2.50</b>	<b>3.00</b>
Grade 11 (2022-2023)	Fall	Spring	Grade 12 (2023-2024)	Fall	Spring
HON Literature (*)	A	A	AP English (*)		
Pre-Calculus / Trig	B+	B+	Calculus AB		
Spanish 4	B+	B+	AP Art History (*)		
Physics	C+	B+	AP Human Geography (*)		
AP United States History (*)	A	A	AP Government/Economics (*)		
Religion 11	B+	A	World Religions/Philosophy		
<b>11th Grade GPA - Weighted</b>	<b>3.50</b>	<b>3.83</b>	<b>12th Grade GPA - Weighted</b>		
<b>11th Grade GPA - Unweighted</b>	<b>3.17</b>	<b>3.50</b>	<b>12th Grade GPA - Unweighted</b>		
<b>Cumulative GPA - Weighted (*) 3.35</b>					
<b>Cumulative GPA - Unweighted 3.14</b>					

This transcript is unofficial unless embossed with the official school seal. All letter grades on this transcript, except Physical Education, are used in the calculation of the unweighted GPA. The weighted GPA is calculated by adding one point for AP and Honors courses that are marked with an asterisk (\*). Also, a "+" or a "-" does not affect the GPA.

## MAYA LEILANI CARTER

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### WRITING

#### Personal Essay

**Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.**

So which box do I check? By checking one box over the other am I declaring which part of me is more important? For most students, this is an easy question – you just check the box. However, I am both Native Hawaiian and African-American. I don't want to leave the box un-marked because in so doing I would be denying both parts of my identity.

When I meet new people, who don't know my background, some are kind and politely ask what my background is and when I tell them they smile and say "cool". Others, when I tell them that I am both Native Hawaiian and African-American, say some very ignorant or hurtful things. "How often do you wear a grass skirt?" or "But, you don't look Black" or worse "You are a freak of nature." These are just some of the comments I have read and heard. The start of my sophomore became a living nightmare as I was tormented by two girls who, for whatever reason, were determined to crush me into the ground because I was different.

I was at the lowest point anybody could ever be at. At various school meetings between me, my family and school administrators, it was even suggested that I leave my school or dumb-down my academics. That was not fair. I did nothing wrong. Why should I have to change when I wasn't the cause of the problem? To help me, my two grandmothers moved in with my family to just be there for me. Both of these courageous women told me stories of their youth. In comparison to what I was going through, they faced greater challenges. By the end of my sophomore year their support really helped me climb out of this deep hole I felt I was trapped in. It also helped that my two tormentors were expelled and their online postings were carefully monitored and blocked if I was mentioned.

As I went through all of this, I thought about various questions about how we identify ourselves. Lots of well-known people were born in Hawai'i, does that make them Hawaiian? My mom is 100% Native-Hawaiian and my dad is 100% African-American. If I had been born in France would that have made me French? Does where you were born determine who you are, how you are identified, or who you are destined to become?

Because of my ancestry, growing up I was permitted to attend the Kamehameha School whose mission is to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry. While I was only half Native Hawaiian, I was never made to feel less than whole. I truly felt the spirit of ohana and aloha.

When my dad was transferred to San Diego, I thought it would be an easy transition. I mean both Kaneohe and San Diego are next to the water, people are very chill – how much of a difference could there be? I was in for a rude awakening. I never felt so bare and raw to everyone around me. But there was no going back.

What I learned from all of this is that you can't judge people based on the way they look or how different they look from what you expect them to look like. Mahatma Gandhi said it best "*You can't change how people treat you or what they say about you. All you can do is change how you react to it.*"

I guess in the end, I won't let any box define who I am or who I am destined to be. Mahalo.

## MAYA LEILANI CARTER

### LAKE WASHINGTON UNIVERSITY – GENERAL SUPPLEMENT

#### GENERAL

<b>Preferred start term</b>	Fall, 2024
<b>Admission Plan</b>	Regular Decision

#### ACADEMICS

<b>1<sup>st</sup> Choice Major</b>	Business - Entrepreneur
<b>2<sup>nd</sup> Choice Major</b>	Undecided

#### CONTACTS

<b>Contact 1</b>	National College Fair – San Diego
<b>Contact 2</b>	Preview Program – San Diego

#### FAMILY

<b>Sibling Applied</b>	No
<b>Relative(s) Attended</b>	No

### LAKE WASHINGTON UNIVERSITY – WRITING SUPPLEMENTS

#### Why are you a fit for Lake Washington University?

I was looking for a sign. I am a very spiritual person so I knew there had to be a sign. Walking the aisles at a college fair at the San Diego Convention Center, I thought my head was going to explode – booth after booth of colorful brochures with representatives eager to tell me why their college was the “only” college for me. After a while, my brain shut down – that is until I passed the LWU booth. I don’t know how to explain it, but there was an instant connection when I made eye contact with Miss Geraldine (Gerri) Bee, the LWU admissions recruiter. She said something that I will never forget. She said “Before you tell me what kind of college you are looking for, let me tell you about the kind of student who thrives at LWU. This way you won’t think I am just agreeing with whatever you say.” This was new and different and certainly unique! She explained that LWU’s mascot is the Grey Wolf. And like the grey wolf, students at LWU develop close relationships and strong social bonds. They often develop deep affection for their extended family and make great sacrifices for the betterment of all. She completely described my perfect college. As I left with brochures in hand and excited to apply, she said LWU – “Let’s Walk Un-Afraid to Learn, Dream, and Create” – I was hooked.

My brother attends school at UW which is not far from LWU. I told him to go and visit LWU, take lots of pictures, and since he knows me better than anybody (maybe even myself), tell me how well he thought I would fit in. Later, he sent me a ton of photos and wrote one sentence – they should rename LWU to MLU - Maya Leilani University – this is so you! Plus, I will be close by!”

I want to visit LWU and “feel” it for myself.



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# MAYA LEILANI CARTER

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## Secondary School Report (SSR) – Part 1

### School Academy of the Holy Child

Academy of the Holy Child is a Catholic college preparatory school educating young women from diverse backgrounds to foster dignity for all people while supporting the local community and the less fortunate. Community service is required. Slightly over 91% of the graduating students in last year's senior class have enrolled at four-year colleges with an average of 87% over the last five years. Total enrollment is 378 girls with 90 seniors.

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### School AP Policy

Curriculum offered: 12 Advanced Placement classes – AP World History, AP English Language, AP English Literature, AP Calculus AB, AP Statistics, AP Spanish Language, AP US History, AP Environmental Science, AP Biology, AP Chemistry, AP Psychology, and AP Art History. **\*\* Students are not allowed to take more than three AP classes per semester unless under special circumstances. \*\***

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### Counselor Details

**Name, e-mail, phone** Norma Rogers, nrogers@ahc.org, (619) 555-9121 – direct line

### Written Evaluation

**Relationship to applicant** College Counselor/Academic Advisor for four years  
**Descriptors** Compassionate; Motivated; Dedicated; Enthusiastic; FIERCE!

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### Rank, GPA, and strength of curriculum for Maya Leilani Carter

**Rank:** AHC does not Rank

**GPA**

Weighted: 3.35

Unweighted: 3.14

**Curriculum Rigor**

Most Demanding

Very Demanding

Demanding

Average

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### Please rate the applicant – Maya Leilani Carter – in the following areas:

No Basis		Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top Few (top 1%)
	Academic Achievement					X		
	Extracurricular Accomplishments						X	
	Personal qualities and character						X	
	<b>OVERALL</b>						X	

## MAYA LEILANI CARTER

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### TEACHER - Letter of Recommendation

#### RECOMMENDATION FOR: **MAYA LEILANI CARTER**

I am very pleased to write a letter recommending Maya for your consideration in admitting her to your university. I taught her AP United States History her junior year. I gave a blend of assessments: skills, concepts, applications. Through it all, she was a serious, thorough, and successful student.

Her homework was legendary. She took great care with whatever assignment she submitted. She knows how to put in the time to do high quality work. The homework showed that she learned from the process. At the start of the year, she was reticent and did not participate on an un-solicited basis. I thought she compensated for this low verbal involvement by responding well to what she heard in class and turning it into learning experiences.

Maya is Hawaiian and during the discussion of World War II and the annexation of Hawai'i, she held the class in her hands with focused opinions and riveting stories that have been passed down from her mother's family. Maya is also African-American, and with similar aplomb, recounted the experiences during the Civil Rights Movement of family members on her dad's side. She often shared barbed commentary about the urgency to become aware and involved to deal with the issues currently facing our communities.

At the beginning of the semester, in class she was definitely quiet; but she took in everything: the side commentary, the jokes, the teasing, and the helpful hints. However, she definitely was not passive. As the semester progressed, laughs and smiles came more quickly. She treated me with the utmost respect and consideration in all of her dealings with me – even after some rare disappointing test results. I always looked forward to any interaction with her for I knew we would have meaningful and insightful conversations. All of the objective measures of her performances at Academy of the Holy Child and in this course are available to you in the form of her records. I can tell you, apart from these numbers, she is a sweet, capable, conscientious, and hardworking student who you can count on. Your faculty will enjoy having her in their classes.

Sincerely,  
Parker Williams  
Social Studies Department  
Academy of the Holy Child

P.S. I would be remiss not to mention that Maya was bullied virtually in her 10th grade. She started the second semester of her sophomore year with a battered and bruised spirit. She and her family were very private about the circumstances, but her teachers were made aware in the event of any lingering emotional distress. This most definitely had an impact on her grades that first semester. But as you can see, she came roaring back and I am confident that she is well on her way to being the champion I know her to be.

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## ZAC ANTONIO ROMERO

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### PROFILE

#### Personal Information

Name	Zac Antonio Romero
Sex, Birthdate	Male, 07/16/2006
Address	Newport Beach, CA

#### Language

Spanish	First Language, Speak, Read, Write, Spoken at home
English	First Language, Speak, Read, Write, Spoken at home

### FAMILY

#### Household

Parents	Divorced (August, 2014)
Home	Parent 1

#### Parent 1

Name	Mother – Reyna B. Romero, address: same as my home address
Birthplace	Los Angeles, CA
Occupation	Software Developer
Education	California Institute of Technology, BA, MS

#### Parent 2

Name	Father – Brian H. Romero, Address: Upland, CA
Birthplace	Montebello, CA
Occupation	Fuel Sales Representative
Education	Some College, no degree

#### Siblings

Name(s)	Zina Angelina Romero, 17 years old
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## ZAC ANTONIO ROMERO

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### EDUCATION

**School** Galileo Academy (Grades 9-12)  
Irvine, CA

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#### Senior Year Courses

**Galileo Academy**

Senior English – Full Year

Honors Physics – Full Year

AP Calculus BC – Full Year

AP Biology – Full Year

Government/Economics – Full Year

#### Honors and Awards

Varsity Lacrosse – Captain (anticipated 12th grade), League MVP (11th grade)

BioGENEius Global Sustainability Challenge, Biotechnology Institute – Honorable Mention  
Junior Year.

I genetically modified a plant for drought and insect resistance

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#### Future Plans

**Prospective Major(s)** Bio-Medical Engineering

**Career Interests** Food Engineer

**Highest Degree Intended** Ph.D.

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## ZAC ANTONIO ROMERO

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### ACTIVITIES

#### Home Activity

9, 10, 11, 12  
168 hw 52 wy

Big Brother to my twin sister Zina.  
I have had to help care for her and be her tutor for school

#### School Activity

9, 10, 11, 12  
15 hw 30 wy

Varsity Lacrosse (9-12)  
MVP Junior Year and Captain most likely senior year

#### Internship

11, 12 - Summer  
20 hw 8 wy

Zymo Research, Irvine  
Intern, Bio Lab Department  
Various projects while in a full 5 PPE suit

# ZAC ANTONIO ROMERO

## TRANSCRIPT

Galileo Academy  
1687 Newton Drive  
Newport Coast, CA 92657

### Transcript for Zac Antonio Romero

Grade 9 (2020-2021)	Fall	Spring	Grade 10 (2021-2022)	Fall	Spring
Freshman English	B-	C+	Sophomore English	C+	B-
Honors Spanish 2 (*)	A-	A-	Geometry/Trigonometry	A-	A-
Algebra 1	A-	A-	Honors Chemistry (*)	A-	A-
Biology	B	B	Honors Spanish 3 (*)	A-	A-
Global Perspectives	B-	C	European History	C+	C+
			SS HON Algebra 2 (*)	A	A
<b>9th Grade GPA - Weighted</b>	<b>3.60</b>	<b>3.20</b>	<b>10th Grade GPA - Weighted</b>	<b>3.83</b>	<b>4.00</b>
<b>9th Grade GPA - Unweighted</b>	<b>3.40</b>	<b>3.00</b>	<b>10th Grade GPA - Unweighted</b>	<b>3.33</b>	<b>3.50</b>
Grade 11 (2022-2023)	Fall	Spring	Grade 12 (2023-2024)	Fall	Spring
Junior English	C+	B	Senior English		
US History	C+	B-	Honors Physics		
AP Environmental Science (*)	A-	A	AP Calculus BC (*)		
AP Spanish Lang/Culture (*)	B-	B	AP Biology (*)		
AP Calculus AB (*)	A-	A	Government/Economics		
<b>11th Grade GPA - Weighted</b>	<b>3.60</b>	<b>3.80</b>	<b>12th Grade GPA - Weighted</b>		
<b>11th Grade GPA - Unweighted</b>	<b>3.00</b>	<b>3.40</b>	<b>12th Grade GPA - Unweighted</b>		
<b>Cumulative GPA - Weighted (*) 3.78</b>					
<b>Cumulative GPA - Unweighted 3.38</b>					

This transcript is unofficial unless embossed with the school seal. All letter grades on this transcript, except Physical Education, are used in the calculation of the unweighted GPA. The weighted GPA is calculated by adding one point for AP and Honors courses which are marked with an asterisk (\*). Also, a "+" or a "-" does not affect the GPA.

**Fall 2023 grades will be available February 1, 2024.**

## ZAC ANTONIO ROMERO

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### WRITING

#### Personal Essay

**Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.**

“slap slap slap” From my earliest memories, the “slap slap slap” sound sparked my interest in food science.

As a kid, my family would all pile into my dad’s Dodge Grand Caravan and drive to spend long weekends at my abuelita’s (grandmother) home in Earlimart, California (located in California’s Central Valley). After what seemed like a thousand hours getting there – not to mention my mother singing “Hollaback Girl” completely out of tune, we arrived. After rushing in to go to the bathroom – my dad did not believe in stopping for gas or a bathroom break, I would immediately go into the kitchen to see what my abuelita was cooking. There would always be something amazing simmering on the stove. And whatever it was, she always had Abuelita’s Secret Sauce. Words don’t do it justice so I won’t even try to describe it. Full, the kids settled around the table to play SlapJack – my twin sister would call it the “Slap Slap game”. But that isn’t what sparked my interest in food science.

Early the following morning – usually around 5:00 AM, I would hear “slap, slap, slap”. My grandpa was a farm laborer and had to leave to go pick whatever crop was in season. (Funny how I would speak to my abuelita in Spanish but my grandpa in English.) But, before he would leave, my abuelita would make homemade tortillas to make into burritos for him to take for his lunch. First you make the masa (dough). Then you pull off a small ball of dough and roll it with a rolling pin. My abuelita would use a dowel she got from the hardware store, a regular rolling pin did not have the right “touch”. The final step was to slap it between the palms of your hands. “slap slap slap”. I would hear these sounds every morning. I was the only one in my family who would sit on a stool in the kitchen as she made dozens of tortillas. While she was making the tortillas, we would talk about everything – usually about food. Why do you use lard instead of Crisco? – “Because it doesn’t taste right if you don’t.” What does the baking soda do in the recipe? – “The tortillas will not rise without it.” Why do avocados turn brown after you open them up? – “Go ask your mother”. So, I did. She told me to figure it out for myself and come back when I had the answer.

From that day on, I have always been fascinated with food – not just eating it, but the chemical reactions that take place when you cook it, how the method of cooking food changes its taste, the various methods of preserving food, and so on. One discovery lead to another which lead down a different path which lead to yet another discovery. Through this process of smoke alarms going off in my kitchen, to really upset stomachs (only make sushi with raw fish if you really know what you are doing), to spectacular flaming deserts, I was a foodie – and not just any foodie – a food alchemist. This interest in food affected my own personal eating habits. I am a pescatarian – but only wild caught. After watching a Discovery Channel program about “Do You Know What Eating Meat Does to Our Planet?” I made a life choice. And I hope that my academic curiosity will be heightened in college with access to world-class faculty and facilities. And in the end, I hope to solve many of the world’s hunger-related problems with ... science.

And in case you are wondering, my abuelita shared with me the secret ingredient in her secret sauce. And no, it is not something goofy like “love” or “respect”. The secret ingredient is ... gotcha.

## ZAC ANTONIO ROMERO

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### ADDITIONAL INFORMATION

**“Community disruptions such as COVID 19 and natural disasters can have deep and long-lasting impacts. If you need it, this space is yours to describe those impacts. Colleges care about the effects on your health and well-being, safety, family circumstances, future plans, and education, including access to reliable technology and quiet study spaces.” *Limit 250 Words***

COVID-19 has affected me in three specific ways.

- 1) The 2021 Varsity Lacrosse Season was canceled due to COVID-19.
- 2) During our freshman year, my twin sister’s school canceled in-person instruction. She stayed home with inconsistent virtual and in-home instruction and I assumed many of these responsibilities. Zina has Down Syndrome and I am her teacher, caregiver, personal chef, companion, protector, dance partner, but most importantly I her older brother by 18 minutes and 12 seconds. My relationship with her is special and I love having her in my life but freshman year was stressful helping her and completing my own school work at the same time. This negatively affected my grades. She thought that since I was home, it was “after-school” play time.
- 3) Elderly family members moved in with us due to the uncertainty of the safety protocols at their residences. I gave up my room and shared a room with my sister. This too disrupted my normal study routine and affected my grades.

None of these reasons are excuses for my poor academic performance but I got behind in some classes and it's been hard to catch up. I never wanted my extended family to be put at risk or have my sister not get the instruction she deserved. Freshman year, I ended up “trying” to do my homework at 2 AM which made for very long days and difficulty zooming in for class and being prepared for sophomore and junior year.



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## ZAC ANTONIO ROMERO

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### LAKE WASHINGTON UNIVERSITY – GENERAL SUPPLEMENT

#### GENERAL

<b>Preferred start term</b>	Fall, 2024
<b>Admission Plan</b>	Regular Decision

#### ACADEMICS

<b>1<sup>st</sup> Choice Major</b>	Bio-medical Engineering
<b>2<sup>nd</sup> Choice Major</b>	Environmental Studies

#### CONTACTS

<b>Contact 1</b>	Virtual Interview with Associate Dean of Admission
<b>Contact 2</b>	College Fair at Anaheim Convention Center

#### FAMILY

<b>Sibling Applied</b>	No	<b>Relative(s) Attended</b>	No
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### LAKE WASHINGTON UNIVERSITY – WRITING SUPPLEMENT

#### Why are you a fit for Lake Washington University?

I had two requirements as I created my college list – an exceptional Biomedical Engineering major and an atmosphere where faculty focus on teaching and mentoring students – not just doing research. I believe LWU has both.

My goal is to major in Bio-medical Engineering. I hope to one day be a Food Engineer and by that I don't mean a cook. Food Engineers design and develop systems for the production, processing, distribution, and storing of food. My goal is to push the boundaries of the field to help solve world hunger by decrease the amount of food that is spoiled by improper production techniques. I am most excited to work in the Goddard Lab – Biomaterials and Biointerfaces in Food and Agriculture. Improved food viability and sustainability as a result of improved bio-degradable and eco-friendly packaging is a strong interest of mine. Check One.

My conversation with Dean Starnes was especially insightful as he shared with me his own experiences as a student and his many interactions with his faculty. Check Two.

There is actually a third requirement. I love the sport of Lacrosse and hope to make the team as a walk-on. If that does not happen – because the LWU Wolves are so good – then I would certainly enjoy playing on the club team.

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# ZAC ANTONIO ROMERO

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## Secondary School Report (SSR) – Part 1

**School** Galileo Academy, Irvine, CA

Guided by educators and industry, Galileo Academy is an independent charter school that features performance-based learning assessment, internships, and group learning. Total enrollment is 2,351 students with 544 seniors. Approximately 98% of the graduating seniors attend a four-year college and 2% attend a two-year college.

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### School AP Policy

Curriculum offered: Advanced Placement classes are offered in English, mathematics, Spanish, Computer Science, US History, and Laboratory Science. Students are encouraged to take dual-enrollment college-level coursework if they have exhausted the AP offerings in a particular subject.

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### Counselor Details

**Name, e-mail, phone** Nora Lumme, n.lumme@galileo.academy.org, (949) 555-1963

### Written Evaluation

**Relationship to applicant** College Counselor/Academic Advisor for four years  
**Descriptors** Brilliant, compassionate, empathetic, honest, quiet  
**Any school discipline or Criminal history** No

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### Rank, GPA, and strength of curriculum for Zac Antonio Romero

**Rank:** we do not Rank

**GPA**

Unweighted: 3.38

Weighted: 3.81

**Curriculum Rigor:**

Most Demanding

Very Demanding

Demanding

Average

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### Please rate the applicant – Zac Antonio Romero – in the following areas:

	No Basis	Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top Few (top 1%)
Academic Achievement							X	
Extracurricular Accomplishments						X		
Personal qualities and character								X
<b>OVERALL</b>							X	

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## ZAC ANTONIO ROMERO

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### TEACHER - Letter of Recommendation

RECOMMENDATION FOR: **ZAC ANTONIO ROMERO**

I am writing to express my strongest support for the candidacy of Zac Romero. He is one of the most talented students I have ever had the privilege of teaching and I urge you to favorably review his application.

Zac is a gracious and unassuming young man. The breadth of his character, coupled with his heart-felt sense of humanity, distinguishes Zac amongst all of the students I have worked with during three decades as an educator.

Zac is a young man of incredible intellect. He has an innate curiosity and zeal for learning. I taught Zac Biology, Honors Chemistry, and he is currently enrolled in my AP Biology class – arguably the toughest class we offer. His intuitive understanding of science is impressive. Other than in his freshman year, he has never incorrectly answered a single problem on any exam I have given. I always count on him to help tutor others in the class who were having difficulty understanding the challenging material. His devotion to not just learning the material but thoroughly comprehending the material is noteworthy. Zac was and continues to be a pleasure to teach and an enormous asset to my class. He is clearly a young man of exceptionally high aptitude and is willing to work hard to study beyond the standard course material and to make lasting contributions in the classroom.

Finally, I was his advisor for the research that he presented as part of the BioGENEius Global Sustainability Challenge sponsored by the Biotechnology Institute. It is truly unbelievable the high level of innate ability and intuitive understanding of biotechnology this young man has. His work was recognized with the Honorable Mention Award his junior year.

I give Zac Romero my highest possible recommendation. His talents in biotechnology are exceptional and his dedication is without parallel. He is also a genuinely nice guy. I firmly believe he will be a successful adult. He has a sense of compassion that I have not seen in others his age or, lately, many adults. I am quite certain that if accepted to your institution, he will make a positive and lasting contribution.

Respectfully,

Dr. Caryn E. Johnson

Chair, Math and Science Department, Galileo Academy



## LAKE WASHINGTON APPLICANT REVIEW FORM

Use this form to make notes about the candidates. Consider all information available for each of the three rating sections. Academic information is available in the application, secondary school report, transcript, and school profile. Be sure to consider GPA (note trends), curriculum (course selection), etc. Activities are found in the application, essay and supplements - consider leadership and commitment. Personal traits can be found in the application, recommendations, and writing samples. Is the applicant academically qualified and is the applicant a good fit for LWU? Make notes to help you remember each applicant as your discuss them in the Admission Committee.

	JONAH "JT" MORRIS	MAYA CARTER	ZAC ROMERO
Academic			
Activities			
Personal			