

## *Math Instructional Guidelines*

### Math Facts

4 times a week\*

- Allows for personalization
- Quick practice of math facts
- Students work at their own level and pace
- Gain mastery in basic math facts
- Track their personal growth

#### Roll and Write (K-3)

- Possibilities for Dot Dice:
  - 1-3 purple DOT dice (1 dot, 2 dots, 3 dots, then repeat on the cube faces)
  - 4-6 red DOT dice (4 dots, 5 dots, 6 dots then repeat of the cube faces)
  - 0-5 black DOT dice (0 dots, 1 dot, 2 dots, 3 dots etc.)
  - 1-6 white DOT dice (commercial kind purchased in stores)
- Possibilities for Numeral Dice:
  - 0-5 green NUMERAL dice (0,1,2,3,4,5 on the cube faces)
  - 1-6 yellow NUMERAL dice (1,2,3,4,5,6 on the cube faces)
  - 5-10 blue NUMERAL dice (7,8,9,10,11,12 on the cube faces)
- Optional:
  - 13-18 orange NUMERAL dice (13,14,15,16,17,18 on the cube faces)

#### Mad Minute (2-5)

- Various levels of math computation problems
- Put page for the week in a sheet protector and use Vis-à-vis markers. Wipe off after correcting for the next day.
- Quick correction – no more than a minute

#### Resources

- The Mad Minute: A Race to Master the Number Facts by Paul Joseph ShoeCraft

# K-1 Roll and Write Progression of Levels – Teacher Edition

Students may start at any level you feel is applicable.

## Introductory

These levels are all done with the dot dice.

| Level                            | What to do            | Explanation          | Example      |
|----------------------------------|-----------------------|----------------------|--------------|
| <input type="checkbox"/> Level A | One 1-3 die (purple)  | Count dots and write | 3            |
| <input type="checkbox"/> Level B | One 1-6 die (white)   | Count dots and write | 5            |
| <input type="checkbox"/> Level C | One 4-6 die (red)     | Count dots and write | 6            |
| <input type="checkbox"/> Level D | One 0-5 die (black)   | Count dots and write | 2            |
| <input type="checkbox"/> Level E | Add two (1-3) die     | Roll dice and add    | $1 + 1 = 2$  |
| <input type="checkbox"/> Level F | (1-3) die + (1-6) die | Roll dice and add    | $2 + 6 = 8$  |
| <input type="checkbox"/> Level G | (1-3) die + (4-6) die | Roll dice and add    | $3 + 4 = 7$  |
| <input type="checkbox"/> Level H | (1-3) die + (0-5) die | Roll dice and add    | $1 + 0 = 1$  |
| <input type="checkbox"/> Level I | Add two (1-6) die     | Roll dice and add    | $4 + 6 = 10$ |
| <input type="checkbox"/> Level J | (1-6) die + (4-6) die | Roll dice and add    | $5 + 4 = 9$  |
| <input type="checkbox"/> Level K | (1-6) die + (0-5) die | Roll dice and add    | $6 + 1 = 7$  |
| <input type="checkbox"/> Level L | Add two (4-6) die     | Roll dice and add    | $5 + 6 = 11$ |
| <input type="checkbox"/> Level M | (4-6) + (0-5)         | Roll dice and add    | $4 + 2 = 6$  |
| <input type="checkbox"/> Level N | Add two (0-5) die     | Roll dice and add    | $0 + 5 = 5$  |

## Counting On:

These levels are with dot and numeral dice.

| Level                            | What to do        | Explanation  | Example  |
|----------------------------------|-------------------|--|--|
| <input type="checkbox"/> Level O | (0-5) with (1-6)  | Roll green numeral die (0-5) and count on with white dot die (1-6).  | Roll a 3 and 4 dots. Start at 3 and count on 4. Write 7  |
| <input type="checkbox"/> Level P | (1-6) with (1-6)  | Roll yellow numeral die (1-6) and count on with white dot die (1-6). | Roll a 4 and 5 dots. Start at 4 and count on 5. Write 9  |
| <input type="checkbox"/> Level Q | (5-10) with (1-6) | Roll blue numeral die (5-10) and count on with white dot die (1-6).  | Roll a 6 and 5 dots. Start at 6 and count on 5. Write 11 |

## Addition:

These are all done with numeral dice.

| Level                             | What to do              | Explanation   | Example       |
|-----------------------------------|-------------------------|---------------|---------------|
| <input type="checkbox"/> Level 1  | Addition doubles (0-5)  | 1 die, double | $3 + 3 = 6$   |
| <input type="checkbox"/> Level 2  | Addition doubles (1-6)  | 1 die, double | $2 + 2 = 4$   |
| <input type="checkbox"/> Level 3  | Addition doubles (5-10) | 1 die, double | $6 + 6 = 12$  |
| <input type="checkbox"/> Level 4  | $(0 - 5) + 1$           | 1 die, add 1  | $0 + 1 = 1$   |
| <input type="checkbox"/> Level 5  | $(1 - 6) + 1$           | 1 die, add 1  | $6 + 1 = 7$   |
| <input type="checkbox"/> Level 6  | $(5 - 10) + 1$          | 1 die, add 1  | $5 + 1 = 6$   |
| <input type="checkbox"/> Level 7  | $(0 - 5) + 2$           | 1 die, add 2  | $0 + 2 = 2$   |
| <input type="checkbox"/> Level 8  | $(1 - 6) + 2$           | 1 die, add 2  | $4 + 2 = 6$   |
| <input type="checkbox"/> Level 9  | $(5 - 10) + 2$          | 1 die, add 2  | $7 + 2 = 8$   |
| <input type="checkbox"/> Level 10 | $(0 - 5) + 10$          | 1 die, add 10 | $0 + 10 = 10$ |



## 2<sup>nd</sup> – 3<sup>rd</sup> Roll and Write Progression of Levels – Teacher Edition

| Level                             | What to do              | Explanation                    | Example           |
|-----------------------------------|-------------------------|--------------------------------|-------------------|
| <input type="checkbox"/> Level 1  | Addition doubles (1- 6) | 1 die, double                  | $2 + 2 = 4$       |
| <input type="checkbox"/> Level 2  | Addition doubles (5-10) | 1 die, double                  | $6 + 6 = 12$      |
| <input type="checkbox"/> Level 3  | $(1 - 6) + 1$           | 1 die, add 1                   | $6 + 1 = 7$       |
| <input type="checkbox"/> Level 4  | $(5 - 10) + 1$          | 1 die, add 1                   | $5 + 1 = 6$       |
| <input type="checkbox"/> Level 5  | $(1 - 6) + 2$           | 1 die, add 2                   | $4 + 2 = 6$       |
| <input type="checkbox"/> Level 6  | $(5 - 10) + 2$          | 1 die, add 2                   | $7 + 2 = 8$       |
| <input type="checkbox"/> Level 7  | $(1 - 6) + 10$          | 1 die, add 10                  | $3 + 10 = 13$     |
| <input type="checkbox"/> Level 8  | $(5 - 10) + 10$         | 1 die, add 10                  | $8 + 10 = 18$     |
| <input type="checkbox"/> Level 9  | Addition Mix (1 - 6)    | 2 dice, add                    | $2 + 3 = 5$       |
| <input type="checkbox"/> Level 10 | Addition Mix (5 - 10)   | 2 dice, add                    | $8 + 7 = 15$      |
| <input type="checkbox"/> Level 11 | (1 - 6) tens partner    | Roll 1 die, add to 10          | $4 + 6 = 10$      |
| <input type="checkbox"/> Level 12 | (5 - 10) tens partner   | Roll 1 die, add to 10          | $9 + 1 = 10$      |
| <input type="checkbox"/> Level 13 | Times double (1 - 6)    | 1 (1-6) die, multiply by self  | $4 \times 4 = 16$ |
| <input type="checkbox"/> Level 14 | Times mix (1 - 6)       | 2 dice, multiply together      | $3 \times 5 = 15$ |
| <input type="checkbox"/> Level 15 | Times double (5 - 10)   | 1 (5-10) die, multiply by self | $7 \times 7 = 49$ |
| <input type="checkbox"/> Level 16 | Times mix (5 - 10)      | 2 dice, multiply together      | $9 \times 5 = 45$ |
| <input type="checkbox"/> Level 17 | Times mix (1 - 6)(5-10) | 2 dice, multiply together      | $2 \times 8 = 16$ |

Optional:

| Level                             | What to do   | Explanation   | Example   |
|-----------------------------------|--|---|---|
| <input type="checkbox"/> Level 18 | Addition<br>Hundreds<br>Partner (1-6)              | 1 die, change to tens, add to 100   | Rolls a 4. Makes it 40. Writes:<br>$40 + 60 = 100$                                |
| <input type="checkbox"/> Level 19 | Addition<br>Hundreds<br>Partner (5-10)             | 1 die, change to tens, add to 100   | Rolls a 7. Makes it 70. Writes:<br>$70 + 30 = 100$                                |
| <input type="checkbox"/> Level 20 | Addition<br>Other part of<br>100<br>(1-6)(5-10)    | Roll 1 of each die, make a two-digit number, write number sentence to relate to 100 | Rolls a 3 and 6<br>Writes:<br>$36 + \underline{\quad} = 100$<br>Fill in the blank |
| <input type="checkbox"/> Level 21 | Subtraction<br>Other part of<br>100<br>(1-6)(5-10) | Roll 1 of each die, make a two-digit number, write number sentence to relate to 100 | Rolls a 3 and 6<br>Writes:<br>$100 - 36 = \underline{\quad}$<br>Fill in the blank |
| <input type="checkbox"/> Level 22 | Times double (7-12)                                | 1 die, multiply by self   | $11 \times 11 = 121$  |
| <input type="checkbox"/> Level 23 | $(7-12) \times (1-6)$                              | 2 dice, multiply together   | $8 \times 1 = 8$  |
| <input type="checkbox"/> Level 24 | Times mix (7-12)                                   | 2 dice, multiply together   | $12 \times 8 = 96$  |

\* Student can start or stop at any applicable level

Name \_\_\_\_\_

Roll the die

$$\square + \underline{\quad} = \underline{\quad}$$

$$\square + \underline{\quad} = \underline{\quad}$$

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$$\square + \underline{\quad} = \underline{\quad}$$

Name \_\_\_\_\_

Roll the die

$$\square + \underline{\quad} = \underline{\quad}$$

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$$\square + \underline{\quad} = \underline{\quad}$$

Name \_\_\_\_\_

Roll and Record Number

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

0 1 2 3 4 5 6 7 8 9



## ENGLISH LANGUAGE ARTS – READING and WRITING SAMPLE PACING GUIDES

### *Pedagogical Strategies*

Aspire recognizes that there is no single pedagogical strategy that is best for all students. Therefore, South Gate Charter School will employ a range of pedagogies based on “best practices” in the field and the most current educational research. The following variety of instructional methods will provide the best opportunities for all students to learn at high levels and will be used at the secondary level:

- *Project-based instruction:* Projects create opportunities to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills that are needed for success in college and the world beyond. Projects will also link the curriculum content with students’ real world experiences, making learning relevant and valuable to their lives outside of school. Research on authentic instruction indicates the importance of connections between classroom curriculum and the world beyond the classroom to rate and depth of learning and student motivation. Many of Aspire-FACS’ projects will be community-oriented.
- *Integrated curriculum:* To facilitate deep learning and connections across subjects (e.g., social studies and language arts) teachers will collaborate to integrate themes and concepts in designing classes.
- *Culturally appropriate curriculum and instruction:* A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each others’ heritages and to develop an understanding of multiple perspectives.
- *Flexible supports:* Many supports will be provided within the classroom, the school and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.
- *Diagnostic assessment:* Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students.

One important assessment component is Aspire-FACS’ Benchmark System. Aspire-FACS will administer standards-based assessments three times a year in reading, writing and mathematics. These results are used to guide classroom instruction, individual student support and teacher professional development.

- *Cycle of Inquiry:* Teachers use data to inform their instruction through our **Cycles of Inquiry**. Every two or three weeks, teachers assess students on a designated standard. The data around students’ mastery is shared, analyzed and discussed at grade level team meetings. These meetings

allow teachers to identify and share successful instructional practices. Teachers pre-and post-test all students on each standard.

- *Integrated arts:* Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. Aspire-FACS will bring the community's cultural resources into the classroom.
- *Integrated technology:* Technology will be used as a tool throughout students' courses to provide them access to information and multiple methods of expressing their understanding.
- *Authentic experiences:* Students learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.
- *Direct instruction and inquiry-based instruction:* Teachers will teach through both direct instruction and inquiry-based instruction. Direct instruction strategies include lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group or one-on-one format. Inquiry based instruction strategies involve asking students to structure problems, pursue information, pose and test hypotheses and draw inferences for themselves.

## *Research*

Aspire believes learning best occurs when teachers apply the appropriate instructional strategy. Extensive research shows the importance of differentiating learning based on the subject, concept and student. The Aspire Instructional Guidelines are all based on research about each strategy. For example, differentiated instruction is supported by research, particularly in reading.<sup>1</sup> Research done by Adam and Englemann in 1996 supports direct instruction<sup>2</sup>. Project based learning which integrates all subjects including technology and cultural differences is supported through a summary of research collected by the Autodesk Foundation.<sup>3</sup>

## **Support for English Learners**

### *Overview*

Aspire-FACS will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Aspire-FACS will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

### *Home Language Survey*

Aspire-FACS will administer the home language survey upon a student's initial enrollment into Aspire-FACS (on enrollment forms).

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<sup>1</sup>Janice A. Dole, Gerald G. Duffy, Laura R. Roehler, P. David Pearson. Moving from the Old to the New: Research on Reading Comprehension Instruction, *Review of Educational Research*, Vol. 61, No. 2 (Summer, 1991), pp. 239-264

<sup>2</sup> Adams, G.L., & Englemann, S. (1996). Research on Direct Instruction. Seattle, WA: Educational Achievement Systems.

<sup>3</sup> Thomas, J. (2000). A Review of Research on Project Based Learning. San Rafael, CA: The Autodesk Foundation.

### ***CELDT Testing***

All students who indicate that their home language is other than English will be given the California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment<sup>4</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient.

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

### ***Reclassification Procedures***

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

After receiving the CELDT results each year, the Home Office will send a list of possible students for redesignation. The principal along with the classroom teacher and parent, when desired, will redesignate students.

### ***Strategies for English Learner Instruction and Intervention***

To meet the needs of English Learners, APS has added a number of bilingual teaching strategies to its core program, including: building on students’ culture, language and experience; using dual-language strategies; teaching the second language through content; using graphic organizers; practicing English

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<sup>4</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

cooperative problem-solving groups; allowing community language norms in informal learning situations; and using computers and peer tutors to enhance language. These classroom instructional interventions will assist students in acquiring the grade level curricular content while learning English. Additionally, all teachers will use the English Language Development standards to guide their second language students. Finally, any students not reaching the grade level standards will qualify for the afterschool interventions. A special afterschool class will be created if enough students need the support.

### *Support for Under-performing Students*

Aspire-FACS will have high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the school-determined acceptable level will be able to participate in Aspire-FACS' tutoring program either during the school day or after school. In addition, the key elements of our education program (small schools, small class sizes, longer school day and year, Advisory groups, etc.) are designed to meet the needs of under-performing students.

### *Curriculum*

The curriculum at Aspire-FACS will both develop a foundation of basic skills and cultivate higher-order thinking skills; it will be simultaneously rigorous and relevant to students. Aspire-FACS' educational program emphasizes interdisciplinary thinking across subject areas.

### *The School Curriculum*

Aspire implements effective curriculum packages created by other parties, complementary to the Aspire system, and aligned to the California state standards. The curriculum is chosen through a collaborative process with instructional coaches, parents, teachers and principals. The final decision is made by the Chief Academic Officer.

- *Language Arts:* To help students develop strong literacy skills, Aspire uses a comprehensive language arts curriculum based on meeting students' personal reading and writing needs through individual and small group instruction. Students progress through a series of guided reading lessons based on each student's instructional level. Open Court instructional materials also support the reading program. The writing instruction is based on the Six Traits of Writing from the North West Regional Laboratory: ideas, organization, voice, word choice, sentence fluency, and conventions.

Per Grade, the Reading and Writing Pacing Charts follow on pages:

|  |       |
|--|-------|
| Kindergarten Language Arts – Reading & Writing.....  | Pages |
| First Grade Language Arts – Reading.& Writing .....  | Pages |
| Second Grade Language Arts – Reading & Writing ..... | Pages |
| Third Grade Language Arts – Reading & Writing .....  | Pages |
| Fourth Grade Language Arts – Reading & Writing ..... | Pages |
| Fifth Grade Language Arts – Reading & Writing .....  | Pages |

Month: 1

California State Standards:

| TEACH  | REVIEW | ONGOING PRACTICE |
|--|--------|------------------|
| <p>R1.1 Identify book covers, title page</p> <p>R1.2 Follow words on page</p> <p>R1.3 Understand print provides information</p> <p>R1.4 Recognize words make up sentences</p> <p>R1.5 Distinguish letters from words</p> <p>R1.6 Name upper/lowercase letters</p> <p>R1.8 Track and represent changes in syllables/words</p> <p>R1.10 Identify and produce rhyming words</p> <p>R1.11 Separate words into sounds</p> <p>R1.17 Sort words into categories</p> <p>R1.18 Describe objects and events</p> <p>R2.1 Find title, table of contents, author, illustrator</p> <p>R2.2 Use context to make predictions</p> <p>R2.3 Connect experiences to text</p> <p>R2.4 Retell familiar stories</p> <p>R2.5 Discuss elements of text</p> <p>R3.2 Identify print materials</p> <p>R3.3 Identify characters/settings/events</p> <p>L/S 1.1 Follow one- or two-step oral directions</p> <p>L/S 1.2 Use sentences to share information</p> <p>L/S 2.1 Describe people, places, and things</p> <p>L/S 2.2 Recite poems, rhymes and songs</p> <p>L/S 2.3 Relate stories logically</p> | N/A    | N/A              |



Unit Name/Organizing Theme/Essential Question: Establishing Reading Workshop Routines and Procedures

| WEEK   | STRAND  | STANDARD(S)  | LEARNING OBJECTIVE<br>Key concepts, skills, ideas that can be measured   | EVIDENCE OF LEARNING<br>Assessments linked to L.O.<br>e.g., Labs, Projects<br>Essays, Reports, Exams,<br>Editorial Benchmarks, SLS,<br>Journals, POW/POM   | MATERIALS<br>Texts,<br>Visual Aids (posters),<br>Manipulatives,<br>Artifacts (the materials and activities used in classroom with students)  | INSTRUCTION & MODELING<br>See Instructional Guidelines<br>(I.e. Guided Math or SLS or Guided Reading or Writers' Workshop)   |
|--------|---|--|--|--|--|--|
| Week 1 | Reading 1.0 Word Analysis, Fluency and Systematic Vocabulary Development<br><br>Reading 2.0 Comprehension<br><br>Listening and Speaking Strategies 1.0<br><br>Speaking Applications 2.0 | R1.6<br>R1.10<br>R3.2<br>L/S 1.1<br>L/S 1.2<br>L/S 2.2 | SWBAT use sentences to share information.<br><br>SWBAT identify the letters Aa-Ee.<br><br>SWBAT read signs in the classroom.<br><br>SWBAT respond to a story in complete sentences.<br><br>SWBAT recite a nursery rhymes and identify rhyming words<br><br>SWBAT state procedures at Book Center, Writing Center and Listening Center. | Class meeting & teacher observation<br><br>Letter Inventory-Observation Survey<br><br>Teacher observation<br><br>Class generated Quick write<br><br>Teacher observation<br><br>Students using the procedures correctly | Texts,<br>Visual Aids (posters),<br>Manipulatives,<br>Artifacts (the materials and activities used in classroom with students)<br><br>Letter/Sound cards posted<br><br>Classroom labels<br><br>Chart-Reading is Thinking<br><br>-Procedure charts for centers<br>-Rhymes and poems displayed<br><br>Writing Center stocked with a variety of writing tools, picture prompts, story starters, ABC charts<br><br>Listening Center with | Class meeting & discussion<br><br>Minilesson, Word Work Literacy Center<br><br>Minilesson & Independent Reading<br><br>Minilesson<br><br>Read Aloud Literacy Center<br><br>Minilesson & Literacy centers |

|               |   |  |  |  |   |   |  |
|---------------|---|--|--|--|---|---|--|
|               |   |  |  |  |   | headphones and multiple copies of books on tape   |  |
| <b>Week 2</b> | <b>Reading 1.0</b> Word Analysis, Fluency and Systematic Vocabulary Development<br><b>Reading 2.0</b> Comprehension<br><b>Reading 3.0</b> Literary Response and Analysis<br>Listening and Speaking Strategies 1.0<br><b>Speaking Applications 2.0</b> | R1.1<br>R1.2<br>R1.3<br>R1.6<br>R1.10<br>R1.17<br>R2.3<br>L/S1.2<br>L/S2.1 | SWBAT connect experiences to text.<br><br>SWBAT identify print materials.<br><br>SWBAT identify letters Ff-Jj<br>SWBAT recite the alphabet<br><br>SWBAT to understand that print moves from left to right<br>SWBAT follow words on a page<br>SWBAT retell a familiar story | Observation/ Anecdotal Records<br><br>Letter Inventory- Observation Survey<br><br>Observation/anecdotal records<br>Phonics song and motions<br>Observation/ Anecdotal Records<br><br>Concepts of print assessment<br><br>Anecdotal Records<br><br>Observation/ Anecdotal Records during a partner Buzz | Morning Message displayed<br><br>Letter/Sound cards posted<br><br>ABC center- magnetic letters, letter/sound cards, ABC books, alphabet games<br>Procedure charts posted at centers (same materials for both Learning objectives)<br><br>Big Books<br><br>Pocket chart Literacy Center<br><br>"How to Buzz" chart | Shared Reading, discussion & Minilesson<br><br>Word Work<br><br>Read Aloud<br><br>Literacy Center<br><br>Literacy Center<br><br>Shared Reading<br><br>Shared Reading & Literacy Center<br><br>Shared Reading & discussion |  |
| <b>Week 3</b> | <b>Reading 1.0</b> Word Analysis, Fluency and Systematic  | R1.2<br>R1.2<br>R1.6   | SWBAT separate words into sounds   | Observation/ Anecdotal Records   | Morning Message displayed   | Shared Reading  |  |

|  |  |   |  |   |  |  |
|--|--|---|--|---|--|--|
|  | Vocabulary Development<br><b>Reading 2.0</b><br>Comprehension<br><b>Reading 3.0</b><br>Literary Response and Analysis<br>Listening and Speaking Strategies 1.0<br><b>Speaking Applications 2.0</b> | R1.11<br>R1.17<br>R1.18<br>R2.1<br>R2.2<br>R2.4<br>R2.5<br>L/S1.2   | SWBAT discuss elements of text<br><br>SWBAT identify letters Kk-Nn<br><br>SWBAT sort words into categories<br><br>SWBAT retell a familiar story<br><br>SWBAT recognize that print moves from left to right and top to bottom | Shared writing & discussion<br><br>Observation/ Anecdotal Records<br><br>Correct sort & Anecdotal Records<br><br>Observation/ Anecdotal Records during a partner Buzz and at Literacy centers<br><br>Concepts of print check during a conference or small group | Big Book or Read Aloud text, chart paper<br><br>Letter/Sound cards posted, Letter Literacy Center<br><br>Procedure charts posted at centers<br><br>Big Books, familiar reads, poems or dramatic Play Center with stick puppets or flannel figures from familiar stories<br><br>Letter or level A/B books | Minilesson & discussion<br><br>Literacy Center<br><br>Minilesson & Literacy Center<br><br>Minilesson & Literacy Center<br><br>Guided Reading |
|  | <b>Week 4</b>  | <b>Reading 1.0</b> Word Analysis, Fluency and Systematic Vocabulary Development<br><br><b>Reading 2.0</b> Comprehension | R1.1<br>R1.2<br>R1.6<br>R1.11<br>R1.18<br>R2.1<br>R2.2<br>R2.3<br>R2.4<br>R3.3   | Anecdotal Records<br><br>Letter Inventory- Observation Survey   | Morning Message displayed<br><br>Letter/Sound cards posted<br>ABC center- magnetic letters, letter/sound cards, ABC books, alphabet games  | Shared Reading & Minilesson<br><br>Word Work/Literacy Center   |

|   |                                      |  |  |                                    |                              |
|---|--------------------------------------|--|--|------------------------------------|------------------------------|
| <p><b>Reading 3.0</b><br/>Literary Response and Analysis</p> <p>Listening and Speaking Strategies 1.0</p> <p><b>Speaking Applications 2.0</b></p> | <p>L/S1.2<br/>L/S 2.1<br/>L/S2.3</p> | SWBAT sort words into categories   | Observation/anecdotal notes                                | Procedure charts posted at centers | Minilesson & Literacy Center |
|   |                                      | SWBAT use describing words when retelling a story                        | After the Buzz, a class generated list of describing words | Rhymes and poems                   | Read Aloud                   |
|   |                                      | SWBAT track print from left to right                                     | Observation/ anecdotal notes                               | Letter or level A/B books          | Guided Reading or Minilesson |
|   |                                      | SWBAT compare and contrast two stories                                   | Completed Venn diagram                                     | 2 Read Aloud texts                 | Minilesson                   |
|   |                                      | SWBAT identify characters, setting, events                               | Story Map completed from student input after the story.    | Big Books or read aloud            | Minilesson                   |
|   |                                      | SWBAT identify several more letters and sounds by the end of this month. | Letter identification assessment on letters a-s.           | Letter identification assessment   | Assessment                   |
|   |                                      | SWBAT identify book cover and title                                      | Status of the class to quickly check skill                 | Letter or level A/B books          | Minilesson & Assessment      |
|   |                                      | SWBAT follow words on a page   | Observation/ anecdotal notes                               | Familiar text                      | Read Aloud minilesson        |
|   |                                      | SWBAT note important details in a story                                  | Story map completed from student input                     | Big Books or read aloud            | Shared Reading/ Minilesson   |
|   |                                      |  |  |                                    |                              |

**ADDITIONAL LEARNING OPPORTUNITIES** (e.g., Experiential Learning, Intervention Options, Spiraling...)

Month: 2

California State Standards:

**ASPIRE BENCHMARK:** (link to appropriate assessment in Edusoft)

**TEACH**

- R 1.10 Identify and produce rhyming words
- R 1.11 Separate words into sounds
- R 1.12 Track auditory words and syllables
- R 1.13 Count sounds and syllables in words
- R 1.14 Match sounds to letters
- R 1.15 Read high frequency words
- R 3.3 Identify print materials

**REVIEW**

- R 1.4 Recognize words make up sentences
- R 1.6 name capital and lowercase letters
- R 1.17 Separate words into categories
- R 1.18 Describe objects and events
- R 2.2 Use context to make predictions
- R 2.5 Discuss elements of text
- R 3.3 Identify characters, settings, and events
- L/S 2.1 Describe people, places, and things

**ONGOING PRACTICE**

- L/S 1.2 Use sentences to share information
- L/S 2.2 Recite poems, rhymes, and songs
- L/S 2.3 Relate stories logically

# ASPIRE CLARENDON FIVE-STEP LESSON PLAN

|                                |  |  |
|--------------------------------|--|--|
| VISION SETTING: KNOW, SO, SHOW | <b>STANDARD</b><br>What standard are you teaching?   | <b>STANDARD (KID FRIENDLY)</b><br>How will you communicate the standard in kid friendly language?  |
|                                | 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> ).<br><br>1.3 Decode two-syllable nonsense words and regular multisyllable words.  | I will divide words into syllables correctly using the vccv pattern.   |
|                                | <b>OBJECTIVE</b><br>What is your objective?  | <b>KEY POINTS</b><br>What knowledge and skills are embedded in the objective?  |
|                                | SWBAT divide a word into syllables using the vc/cv pattern   | Know that words are segmented into word parts<br>Know that you can hear word parts called syllables<br>Know what a vowel is<br>Know what a consonant is<br>Know how to clap out syllables<br><br>Ss must be able to label each letter with a c for consonant and v for vowel.<br>Ss must divide word into syllables. |
|                                | <b>BLOOMS QUESTIONS</b><br>What questions will you ask students to lead them to mastery of the objective?  |  |
|                                | Which letters are vowels?<br>Which letters are consonants?<br>How many Syllables do you hear?<br>Where do you hear the 1 <sup>st</sup> syllable end?<br>Where should you segment or divide the word into syllables?  |  |
| DETERMINING METHODS: GO        | <b>ASSESSMENT</b><br>Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. Attach your daily assessment, completed to include an exemplary student response that illustrates the expected level of rigor.                              |  |
|                                | See attached.<br>1. Divide the word santa into syllables_____.   |  |
|                                | 2. Which choice below is the correct way to divide the word battle into syllables?<br>a. Batt/le<br>b. Ba/ttle<br>c. Battle<br>d. Bat/tle  |  |
|                                | 4. OPENING (3 min)<br>How will you communicate <i>what</i> is about to happen? How will you communicate <i>how</i> it will happen? How will you communicate its <i>importance</i> ? How will you communicate connections to previous lessons? How will you engage students and capture their interest? |  |
|                                | <b>MATERIALS</b>   |  |
|                                | Have Ss sing the alphabet only saying the consonants and clapping for the vowels. Let them try it a few times on their own or with a partner. (tell them to skip the green box cards)  |  |
|                                | 3. INTRODUCTION TO NEW MATERIALS (5 min)<br>How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points?<br>Which potential misunderstandings do you anticipate? How will you proactively mitigate them?                |  |



|   |  |
|---|--|
| <p>How/when will you check for understanding? How will you address misunderstandings?<br/>How will you clearly state and model behavioral expectations? Why will students be engaged?</p>   |  |
| <p><b>Tell Ss that today they will learn another rule about syllables.</b></p> <p><b>Today's rule is the VCCV rule. (double consonant rule)</b><br/><b>When two consonants come between two vowels, divide between the consonants, except if the two consonants are a digraph. (sh, th, ch...)</b></p> <p><b>Show them how to divide with the words on chart paper. Label each letter as you write the words.</b></p> <p style="padding-left: 40px;">v c c v</p> <p>Balloon    bal / loon</p> <p style="padding-left: 40px;">v c c v</p> <p>Turkey    tur / key</p> <p><b>Point out when a digraph is present between the vowels that they are not to be separated. ( the only time this rule doesn't work is when there are spellings like we see on the chipmunk card, thimble card, shell card, ...etc.)</b></p> <p style="padding-left: 40px;">Vcc /v</p> <p>Rushing    rush / ing</p> <p><b>Tell Ss that we can see the VCCV rule easier when we label the letters because we don't always have red markers or crayons to see the difference.</b><br/><b>(USE RED FOR VOWELS ONLY If Ss are having a hard time seeing the pattern)</b></p> <p><b>Point out that if a word has 2 syllables that you hear when you clap it out, check your chin, and count it out, you have 1 dividing mark. If there's 4 syllables, you have 3 dividing marks ( slashes or dashes)</b><br/><b>Tur-key</b></p> | <p>Chart Paper with rule and examples.</p> |
| <p><b>2. GUIDED PRACTICE (5 min.)</b><br/>How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points?<br/>How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard?<br/>How/when will you monitor performance to check for understanding? How will you address misunderstandings?<br/>How will you clearly state and model behavioral expectations? Why will students be engaged?</p>  |  |
| <p><b>Have Ss Practice by writing in where to divide the words.</b><br/><b>Write these words on the chart paper.</b><br/><b>Have Ss label the letters to see the vccv pattern then have the student divide the word.</b></p> <p><b>Wonder</b><br/><b>Little</b><br/><b>Happen</b><br/><b>Export</b><br/><b>Person</b></p>   | <p>Chart Paper</p>                         |
| <p><b>1. INDEPENDENT PRACTICE (5 min.)</b><br/>How will students attempt independent mastery of all knowledge and/or skills required of the objective, such that they solidify their internalization of the key points?<br/>How will you provide opportunities for remediation and extension?</p>   |  |

|                      |   |  |
|----------------------|---|--|
|                      | How will you clearly state and model behavioral expectations? Why will students be engaged?   |  |
|                      | <b>Have ss complete IP worksheet</b><br><b>See attached</b>   |  |
|                      | <b>5. CLOSING (1 min.)</b><br>How will students summarize and state the significance of what they learned?<br>If the independent practice did not serve as an assessment, how will students attempt independent mastery of the knowledge and/or skills introduced and practiced above?<br>Why will students be engaged? |  |
|                      | <b>Ss will explain the new rule to their partner in their own words. Walk around and listen to ss responses and share a few of their explanations. I heard....</b>  |  |
| <b>REINFORCEMENT</b> | <b>HOMEWORK (if appropriate).</b> How will students practice what they learned?   |  |



Name: \_\_\_\_\_

1. Divide the word **santa** into syllables.

S a n t a

2. Which choice below is the correct way to divide the word **battle** into syllables?
  - a. Batt/le
  - b. Ba/ttle
  - c. Battle
  - d. Bat/tle

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  - c. Battle
  - d. Bat/tle

**Aspire - South Gate ES #4 - HOUSE 1****Enrollment 310****3 Year Pro Forma**

|                             | <b>FY10-11<br/>Projected</b> | <b>FY11-12<br/>Projected</b> | <b>FY12-13<br/>Projected</b> |
|-----------------------------|------------------------------|------------------------------|------------------------------|
| <b>REVENUES</b>             |                              |                              |                              |
| State Aid Per Pupil Revenue | 1,175,253                    | 1,212,375                    | 1,253,652                    |
| Federal Income              | 132,352                      | 136,836                      | 140,257                      |
| Child Nutrition Program     | 85,000                       | 85,000                       | 85,000                       |
| Class Size Reduction        | 258,325                      | 264,267                      | 270,873                      |
| Categorical Block Grant     | 230,642                      | 235,947                      | 241,845                      |
| Lottery                     | 41,757                       | 42,717                       | 43,785                       |
| Other State Revenue         | 12,000                       | 12,000                       | 12,000                       |
| Donations                   | -                            | -                            | -                            |
| In-lieu Tax Revenue         | 438,733                      | 438,733                      | 438,733                      |
| Other Local Revenue         | 7,000                        | 7,000                        | 7,000                        |
| <b>TOTAL REVENUES</b>       | <b>2,381,062</b>             | <b>2,434,875</b>             | <b>2,493,146</b>             |

|                        |                  |                  |                  |
|------------------------|------------------|------------------|------------------|
| <b>EXPENSES</b>        |                  |                  |                  |
| <b>Personnel</b>       |                  |                  |                  |
| Certificated Salaries  | 920,680          | 996,679          | 1,015,661        |
| Classified Salaries    | 170,320          | 174,237          | 178,245          |
| Benefits               | 293,762          | 316,159          | 322,975          |
| <b>Total Personnel</b> | <b>1,384,762</b> | <b>1,487,075</b> | <b>1,516,881</b> |

|                             |                |                |                |
|-----------------------------|----------------|----------------|----------------|
| <b>Books &amp; Supplies</b> |                |                |                |
| Books                       | 35,200         | 36,010         | 36,910         |
| Materials/Supplies          | 71,755         | 73,398         | 75,226         |
| Food Services               | 104,000        | 104,000        | 104,000        |
| <b>Tot Books/Supplies</b>   | <b>210,955</b> | <b>213,408</b> | <b>216,136</b> |

**Services & Other Operating Expenses**

|                         |                |                |                |
|-------------------------|----------------|----------------|----------------|
| Travel and Conference   | 16,000         | 16,368         | 16,777         |
| Dues & Subscriptions    | 1,000          | 1,000          | 1,000          |
| Insurance               | 7,040          | 7,202          | 7,382          |
| PG&E                    | 26,400         | 27,007         | 27,682         |
| Other Utilities         | 8,800          | 9,002          | 9,227          |
| Rent                    | 256,831        | 262,738        | 269,306        |
| Rent - Furn/Equip       | -              | -              | -              |
| Repairs & Maint         | 10,000         | 10,000         | 10,000         |
| Architect Fees          | -              | -              | -              |
| Educ Consultant         | -              | -              | -              |
| Accounting              | -              | -              | -              |
| Special Education       | 44,000         | 45,012         | 46,137         |
| Legal Fees              | -              | -              | -              |
| Facilities Contractor   | 35,200         | 36,010         | 36,910         |
| Technology              | -              | -              | -              |
| Other Consultants       | -              | -              | -              |
| Marketing/Advertisement | -              | -              | -              |
| Field Trip              | 5,000          | 5,000          | 5,000          |
| Printing/Reprod         | 21,600         | 22,097         | 22,649         |
| Fingerprinting          | -              | -              | -              |
| License & Permits       | -              | -              | -              |
| Transportation          | -              | -              | -              |
| Interest Expense        | -              | -              | -              |
| Depreciation            | 41,423         | 47,362         | 47,362         |
| Communications          | 12,320         | 12,603         | 12,918         |
| <b>Tot Services</b>     | <b>485,614</b> | <b>501,401</b> | <b>512,352</b> |

**Capital Outlay**

|                           |               |          |          |
|---------------------------|---------------|----------|----------|
| Site Improvements         | -             | -        | -        |
| Equipment                 | 26,000        | -        | -        |
| <b>Tot Capital Outlay</b> | <b>26,000</b> | <b>-</b> | <b>-</b> |

**Other Expenses**

|                              |                |                |                |
|------------------------------|----------------|----------------|----------------|
| <b>Facilities Allocation</b> |                |                |                |
| Corp Admin(7%)               | 149,818        | 153,264        | 157,095        |
| Dist Admin (1%)              | 21,403         | 21,895         | 22,442         |
| Reserve (3%)                 | 64,208         | 1,477          | 1,642          |
| Interfund Transfers Out      | -              | -              | -              |
| <b>Tot Other Activity</b>    | <b>235,428</b> | <b>176,635</b> | <b>181,180</b> |

|                       |                  |                  |                  |
|-----------------------|------------------|------------------|------------------|
| <b>TOTAL EXPENSES</b> | <b>2,342,759</b> | <b>2,378,520</b> | <b>2,426,548</b> |
|-----------------------|------------------|------------------|------------------|

|                          |               |               |               |
|--------------------------|---------------|---------------|---------------|
| <b>NET PROFIT (LOSS)</b> | <b>38,303</b> | <b>56,355</b> | <b>66,598</b> |
|--------------------------|---------------|---------------|---------------|

| <b>Enrollment Projections</b> |                |                |  |
|-------------------------------|----------------|----------------|--|
| <b>FY10-11</b>                | <b>FY11-12</b> | <b>FY12-13</b> |  |
| 60                            | 60             | 60             |  |
| 60                            | 60             | 60             |  |
| 40                            | 40             | 40             |  |
| 40                            | 40             | 40             |  |
| 56                            | 56             | 56             |  |
| 54                            | 54             | 54             |  |
| <b>310</b>                    | <b>310</b>     | <b>310</b>     |  |

| <b>ADA Projections</b> |                |                |  |
|------------------------|----------------|----------------|--|
| <b>FY10-11</b>         | <b>FY11-12</b> | <b>FY12-13</b> |  |
| 57                     | 57             | 57             |  |
| 57                     | 57             | 57             |  |
| 38                     | 38             | 38             |  |
| 38                     | 38             | 38             |  |
| 53                     | 53             | 53             |  |
| 51                     | 51             | 51             |  |
| <b>295</b>             | <b>295</b>     | <b>295</b>     |  |

| <b>Key Funding Projections</b> |                |                |       |
|--------------------------------|----------------|----------------|-------|
| <b>FY10-11</b>                 | <b>FY11-12</b> | <b>FY12-13</b> |       |
| <b>Gen. Purp. Block Grant</b>  |                |                |       |
| Grade K-3                      | 4,802          | 4,912          | 5,035 |
| Grade 4-6                      | 4,879          | 4,991          | 5,116 |

**In-Lieu Property Tax**

|           |       |       |       |
|-----------|-------|-------|-------|
| Grade K-3 | 1,312 | 1,312 | 1,312 |
| Grade 4-6 | 1,312 | 1,312 | 1,312 |

**State Aid**

|                         |       |       |       |
|-------------------------|-------|-------|-------|
| Grade K-3               | 3,490 | 3,600 | 3,723 |
| Grade 4-6               | 3,567 | 3,679 | 3,804 |
| Federal Income          | 400   | 409   | 419   |
| Class Size Reduction    | 1,076 | 1,101 | 1,129 |
| Categorical Block Grant | 403   | 412   | 423   |
| Economic Impact Aid     | 320   | 327   | 335   |
| Lottery                 | 125   | 128   | 131   |

**Note: Assumes funding rates per latest guidance from School Services of California for 2009-10, and further assumes 0.5% increase in 2010-11, 2.3% in 2011-12 and 2.5% in 2012-13**

# Aspire - South Gate ES #4 - HOUSE 2

Enrollment 310

3 Year Pro Forma

|                             | FY10-11<br>Projected | FY11-12<br>Projected | FY12-13<br>Projected |
|-----------------------------|----------------------|----------------------|----------------------|
| <b>REVENUES</b>             |                      |                      |                      |
| State Aid Per Pupil Revenue | 1,175,253            | 1,212,375            | 1,253,652            |
| Federal Income              | 132,352              | 136,836              | 140,257              |
| Child Nutrition Program     | 85,000               | 85,000               | 85,000               |
| Class Size Reduction        | 258,325              | 264,267              | 270,873              |
| Categorical Block Grant     | 230,642              | 235,947              | 241,845              |
| Lottery                     | 41,757               | 42,717               | 43,785               |
| Other State Revenue         | 12,000               | 12,000               | 12,000               |
| Donations                   | -                    | -                    | -                    |
| In-lieu Tax Revenue         | 438,733              | 438,733              | 438,733              |
| Other Local Revenue         | 7,000                | 7,000                | 7,000                |
| <b>TOTAL REVENUES</b>       | <b>2,381,062</b>     | <b>2,434,875</b>     | <b>2,493,146</b>     |

|                        |                  |                  |                  |
|------------------------|------------------|------------------|------------------|
| <b>EXPENSES</b>        |                  |                  |                  |
| <b>Personnel</b>       |                  |                  |                  |
| Certificated Salaries  | 920,680          | 996,679          | 1,015,661        |
| Classified Salaries    | 170,320          | 174,237          | 178,245          |
| Benefits               | 293,762          | 316,159          | 322,975          |
| <b>Total Personnel</b> | <b>1,384,762</b> | <b>1,487,075</b> | <b>1,516,881</b> |

|                             |                |                |                |
|-----------------------------|----------------|----------------|----------------|
| <b>Books &amp; Supplies</b> |                |                |                |
| Books                       | 35,200         | 36,010         | 36,910         |
| Materials/Supplies          | 71,755         | 73,398         | 75,226         |
| Food Services               | 104,000        | 104,000        | 104,000        |
| <b>Tot Books/Supplies</b>   | <b>210,955</b> | <b>213,408</b> | <b>216,136</b> |

|  |                |                |                |
|--|----------------|----------------|----------------|
| <b>Services &amp; Other Operating Expenses</b> |                |                |                |
| Travel and Conference                          | 16,000         | 16,368         | 16,777         |
| Dues & Subscriptions                           | 1,000          | 1,000          | 1,000          |
| Insurance                                      | 7,040          | 7,202          | 7,382          |
| PG&E   | 26,400         | 27,007         | 27,682         |
| Other Utilities                                | 8,800          | 9,002          | 9,227          |
| Rent   | 256,831        | 262,738        | 269,306        |
| Rent - Furn/Equip                              | -              | -              | -              |
| Repairs & Maint                                | 10,000         | 10,000         | 10,000         |
| Architect Fees                                 | -              | -              | -              |
| Educ Consultant                                | -              | -              | -              |
| Accounting                                     | -              | -              | -              |
| Special Education                              | 44,000         | 45,012         | 46,137         |
| Legal Fees                                     | -              | -              | -              |
| Facilities Contractor                          | 35,200         | 36,010         | 36,910         |
| Technology                                     | -              | -              | -              |
| Other Consultants                              | -              | -              | -              |
| Marketing/Advertisement                        | -              | -              | -              |
| Field Trip                                     | 5,000          | 5,000          | 5,000          |
| Printing/Reprod                                | 21,600         | 22,097         | 22,649         |
| Fingerprinting                                 | -              | -              | -              |
| License & Permits                              | -              | -              | -              |
| Transportation                                 | -              | -              | -              |
| Interest Expense                               | -              | -              | -              |
| Depreciation                                   | 41,423         | 47,362         | 47,362         |
| Communications                                 | 12,320         | 12,603         | 12,918         |
| <b>Tot Services</b>                            | <b>485,614</b> | <b>501,401</b> | <b>512,352</b> |

|                           |               |          |          |
|---------------------------|---------------|----------|----------|
| <b>Capital Outlay</b>     |               |          |          |
| Site Improvements         | -             | -        | -        |
| Equipment                 | 26,000        | -        | -        |
| <b>Tot Capital Outlay</b> | <b>26,000</b> | <b>-</b> | <b>-</b> |

|                              |                |                |                |
|------------------------------|----------------|----------------|----------------|
| <b>Other Expenses</b>        |                |                |                |
| <b>Facilities Allocation</b> |                |                |                |
| Corp Admin(7%)               | 149,818        | 153,264        | 157,095        |
| Dist Admin (1%)              | 21,403         | 21,895         | 22,442         |
| Reserve (3%)                 | 64,208         | 1,477          | 1,642          |
| Interfund Transfers Out      | -              | -              | -              |
| <b>Tot Other Activity</b>    | <b>235,428</b> | <b>176,635</b> | <b>181,180</b> |

|                       |                  |                  |                  |
|-----------------------|------------------|------------------|------------------|
| <b>TOTAL EXPENSES</b> | <b>2,342,759</b> | <b>2,378,520</b> | <b>2,426,548</b> |
|-----------------------|------------------|------------------|------------------|

|                          |               |               |               |
|--------------------------|---------------|---------------|---------------|
| <b>NET PROFIT (LOSS)</b> | <b>38,303</b> | <b>56,355</b> | <b>66,598</b> |
|--------------------------|---------------|---------------|---------------|

|                | <b>Enrollment Projections</b> |            |            |
|----------------|-------------------------------|------------|------------|
|                | FY10-11                       | FY11-12    | FY12-13    |
| <b>Grade K</b> | 60                            | 60         | 60         |
| <b>Grade 1</b> | 60                            | 60         | 60         |
| <b>Grade 2</b> | 40                            | 40         | 40         |
| <b>Grade 3</b> | 40                            | 40         | 40         |
| <b>Grade 4</b> | 56                            | 56         | 56         |
| <b>Grade 5</b> | 54                            | 54         | 54         |
|                | <b>310</b>                    | <b>310</b> | <b>310</b> |

|                | <b>ADA Projections</b> |            |            |
|----------------|------------------------|------------|------------|
|                | FY10-11                | FY11-12    | FY12-13    |
| <b>Grade K</b> | 57                     | 57         | 57         |
| <b>Grade 1</b> | 57                     | 57         | 57         |
| <b>Grade 2</b> | 38                     | 38         | 38         |
| <b>Grade 3</b> | 38                     | 38         | 38         |
| <b>Grade 4</b> | 53                     | 53         | 53         |
| <b>Grade 5</b> | 51                     | 51         | 51         |
|                | <b>295</b>             | <b>295</b> | <b>295</b> |

|                               | <b>Key Funding Projections</b> |         |         |
|-------------------------------|--------------------------------|---------|---------|
|                               | FY10-11                        | FY11-12 | FY12-13 |
| <b>Gen. Purp. Block Grant</b> |                                |         |         |
| Grade K-3                     | 4,802                          | 4,912   | 5,035   |
| Grade 4-6                     | 4,879                          | 4,991   | 5,116   |

|                             |       |       |       |
|-----------------------------|-------|-------|-------|
| <b>In-Lieu Property Tax</b> |       |       |       |
| Grade K-3                   | 1,312 | 1,312 | 1,312 |
| Grade 4-6                   | 1,312 | 1,312 | 1,312 |

|                  |       |       |       |
|------------------|-------|-------|-------|
| <b>State Aid</b> |       |       |       |
| Grade K-3        | 3,490 | 3,600 | 3,723 |
| Grade 4-6        | 3,567 | 3,679 | 3,804 |

|                       |       |       |       |
|-----------------------|-------|-------|-------|
| Federal Income        | 400   | 409   | 419   |
| Class Size Reduction  | 1,076 | 1,101 | 1,129 |
| Categorical Block Gra | 403   | 412   | 423   |
| Economic Impact Aid   | 320   | 327   | 335   |
| Lottery               | 125   | 128   | 131   |

**Note: Assumes funding rates per latest guidance from School Services of California for 2009-10, and further assumes 0.5% increase in 2010-11, 2.3% in 2011-12 and 2.5% in 2012-13**

## SUPPORT FOR SPECIAL EDUCATION STUDENTS

Aspire adheres to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). Aspire will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

Aspire will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in Aspire. Aspire will adhere to all Los Angeles Unified School District policies and procedures regarding special education. *Aspire will adhere to the requirements of the Chandra Smith Modified Consent Decree, including compliance with the Annual Plan*, submitting documents and information, participating in reviews and attending informational sessions and meetings.

*Aspire will use District forms to develop, maintain and review assessments and IEPs in the format required by the District and will enter assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures.* The charter will maintain copies of assessments and IEP materials for district review. Aspire will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements. Aspire will **assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with state and federal law and District policies and procedures.**"

Aspire will participate in the state quality assurances process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and local plan). Aspire will participate in internal validation review (DVR).

Aspire is responsible for the management of its special education budgets, personnel, programs and services. Aspire will ensure that its special education personnel is appropriately credentialed, licenses or on waiver consistent with California laws and regulations.

Aspire will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at Aspire. Aspire may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, Transportation, etc.) from the District, subject to availability and on a "fee-for-service" basis, by submitting written requests to the Charter Office. Aspire may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to Aspire from District schools or District affiliated charter schools, Aspire will provide those related services required by the students' IEPs upon the students' enrollment. However, to allow for a smooth transition to the independent charter schools, the District shall continue to fund services for those special education students enrolling in independent charter school who have been receiving non-public agency services from the District *for thirty (30) days after enrollment*. This will allow Aspire time to conduct an IEP team meeting and to execute contracts as necessary to facilitate the student's transition to Aspire. When requested by Aspire, a representative from the Local District Special Education Office may participate in a student's first IEP meeting at the independent charter school to assist with transition issues.

For students transferring to Aspire from other school districts, Aspire shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the students' enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. Aspire will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

Upon parents' request for assessment, Aspire shall be responsible for the development of the assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. Aspire shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Aspire will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines."

In the event that Aspire is unable to provide an appropriate placement or services for a student with special needs, Aspire will contact the District to discuss placement and service alternatives. School IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of Aspire, including but not limited to placement at a District school or at a non-public or private school, will be considered. If an Individualized Education Program (IEP) team that includes School Personnel places a student in a special education program provided by another entity without District representation on the IEP team, Aspire will be fully responsible for the quality of the program and for any costs incurred for such a placement. Aspire will also maintain responsibility for monitoring progress towards IEP goals for the student with special needs.

Aspire will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Aspire's general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in Aspire. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

Aspire shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Aspire will ensure that the teachers and other persons who provided services to a student with disabilities are knowledgeable of the content of the student's IEP.

Aspire will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, the charter school will convene a manifestation determination IEP. Aspire will collect data pertaining to the number of special education students suspended or expelled."

### ***Procedural Safeguards / Due Process Hearing***

The District may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to Aspire if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations of the Modified Consent Decree.

In the event that a parent or guardian of a student attending Aspire initiates due process proceedings, both Aspire and the District will be named as respondents. Whenever possible, the District and Aspire shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, Aspire will be responsible for its own representations. If Aspire retains legal representations for a due process proceeding or other legal proceedings or action, Aspire will be responsible for the cost of such representation.

Because Aspire will manage, and is fiscally responsible for, its students' special education instruction and services, Aspire will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that Aspire failed to fulfill its responsibilities under state and federal special

education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs.)

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on Aspire's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, Aspire will be responsible for payment of those attorneys' fees and costs.

### ***Complaints***

The District will investigate and respond to all special education complaints the District receives pertaining to Aspire including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. Aspire will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints. Aspire will be solely responsible for any and all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

### ***Special Education Local Plan Area (SELPA)***

The District is approved to operate as a single-district SELPA under the provisions of the California Education Code, Section 56195.1(a). Schools authorized by the District are deemed to be public schools within the District for purposes of special education. The District will determine the policies and procedures necessary to ensure that protections of special education law extend to students in the charter schools in the same manner as students in all District schools.

### ***Funding for Special Education***

Aspire shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). Aspire shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures. Aspire may request specific related services on a fee for service basis contingent on District's available resources..

"The District will collect a **fair share** contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include but are not limited to: 1) maintaining a full continuum of program options; 2) professional development and training; 3) consultation and technical support for programs; 4) administration of due process proceedings, excluding any legal representation; 5) investigation of complaints; 6) assistance/participation at IEP team meetings and other opportunities from special education support units and 7) implementation of the Modified Consent Decree."

"The fair share contribution collected for 2009-10 will not exceed 27%. The fair share contribution will be reviewed annually by the Budget Division, the Charter Schools Office, and the Division of Special Education and may be adjusted to reflect changes in expenditure patterns or in federal or State special education revenue streams. The calculation of the fair share contribution shall be based upon a rationale designed by the District's Budget Services Office with consideration of the District's encroachment and other factors."

### ***District Responsibilities Relating to Charter School Special Education Program***

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District. To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to School staff.

### ***Modifications to Special Education Responsibilities and Funding***

The special education responsibilities of Aspire and the District, and the special education funding model may be modified, supplemented or clarified through a mutually agreed upon Memorandum of Understanding ("MOU"). If such an MOU is executed its provisions shall be incorporated by reference into this Charter and shall, to the extent necessary to carry out the intent of the MOU, supersede the provisions on special education responsibilities and funding set forth above.

## Roberta Benjamin

---

**From:** John Ericson  
**Sent:** Wednesday, December 02, 2009 2:11 PM  
**To:** Marie Morelock  
**Cc:** Roberta Benjamin; Elise Darwish; Lorea Martinez  
**Subject:** AMLA's 09-10 AYP and API Projections Product!!  
**Attachments:** AMLA's 09-10 API and AYP Projections Product Final 12-2-09.xls

**Importance:** High

Marie,

I hope you are having a great year!!! I have attached AMLA's 09-10 API/AYP Projections product. It looks like you had a lot of high skilled students leave AMLA last year (or at least lower skilled students transferred in). Assuming all current students score at the same proficiency level this year that they did last year (and your current 2<sup>nd</sup> graders score as well as last year's 2<sup>nd</sup> graders) AMLA would have an API of approximately 797—29 points shy of the school's 09-10 Aspire target of 826. AMLA's priority this year is to maximize its API so it should definitely focus on accelerating its CUUFBB students in both ELA and Math. Accelerating most of your students who scored at the FBB and BB levels last year will garner you approximately 21 points. As a result, you will also need to focus on accelerating some of your students from the B to P levels to make your target.

While AMLA's priority this year is to maximize its API, it is projected to be very close to meeting its math AYP goal and within striking distance of meeting its ELA AYP target. Given how close it is, AMLA should also definitely prioritize making AYP in math. We will rerun the numbers after the winter benchmarks to give you a better idea of how close AMLA is to meeting its math and ELA AYP targets. Based on the winter benchmark projections we will also create a list of AYP target students who are on the cusp of proficiency (it is much better to use the winter benchmark as the source for determining who to target than last year's CST results) for additional academic supports based on their specific standards based skill gaps.

Here is an overview of the Product: Tabs 1 and 2 contain AMLA's recommended target students for additional academic supports. If you have the capacity you should definitely provide additional academic supports to other students as well. Tabs 3 and 4 lay out your school's 09-10 AYP projections and Tab 5 details AMLA's 09-10 Aspire API target and projection. Tab 6 is AMLA's most current 09-10 student database and includes the STAR scores for students new to your school this year as well as benchmark scores. It is color coded to make it easy for you to identify your school's Chronically Underperforming students and 08-09 Beginning and Early Intermediate level CELDT students (note this data is more than a year old). Tab 7 includes a color key for Tab 6 and lists the key variable names and values for the database. Tab 8 includes the math strand names at each grade level.

Let me know if you have any questions. I would be happy to walk through this with you (we could schedule a phone conference) if you like.

All the best!

John

John Ericson  
Director of Data Analysis and Assessment  
Aspire Public Schools  
1001 22nd Avenue, Suite 100  
Oakland, CA 94606  
ph. (510) 434-5029  
fax (510) 434-5010

Intervention (s) or Proposed  
Intervention (s)

| Intervention (s) or Proposed       | Intervention (s)                   | Already in Intervention (Y/W) |
|------------------------------------|------------------------------------|-------------------------------|
| 373893 Y AMLA Martinez Kevin       | 373893 Y AMLA Martinez Kevin       | 1                             |
| 373894 Y AMLA Padilla Monserrath   | 373894 Y AMLA Padilla Monserrath   | 1                             |
| 373897 Y AMLA Guerrero Esteban     | 373897 Y AMLA Guerrero Esteban     | 1                             |
| 374419 Y AMLA Barragan Noe         | 374419 Y AMLA Barragan Noe         | 3                             |
| 374421 Y AMLA Garcia Jose          | 374421 Y AMLA Garcia Jose          | 3                             |
| 390279 Y AMLA Ramos Melanie        | 390279 Y AMLA Ramos Melanie        | 3                             |
| 3953934 Y AMLA Arredondo Cassandra | 3953934 Y AMLA Arredondo Cassandra | 1                             |
| 3952901 Y AMLA Machaen Ana         | 3952901 Y AMLA Machaen Ana         | 3                             |
| 3951283 Y AMLA Zamudio Erick       | 3951283 Y AMLA Zamudio Erick       | 1                             |
| 3949309 Y AMLA Lopez Nicole        | 3949309 Y AMLA Lopez Nicole        | 1                             |
| 3954507 Y AMLA Isaías Cristina     | 3954507 Y AMLA Isaías Cristina     | 1                             |
| 3954516 Y AMLA Hernandez Jonathan  | 3954516 Y AMLA Hernandez Jonathan  | 3                             |
| 3951435 Y AMLA Moran Jose          | 3951435 Y AMLA Moran Jose          | 3                             |
| 373880 Y AMLA Bermudez Trent       | 373880 Y AMLA Bermudez Trent       | 1                             |
| 373893 Y AMLA Martinez Kevin       | 373893 Y AMLA Martinez Kevin       | 1                             |
| 373894 Y AMLA Padilla Monserrath   | 373894 Y AMLA Padilla Monserrath   | 1                             |
| 373897 Y AMLA Guerrero Esteban     | 373897 Y AMLA Guerrero Esteban     | 1                             |
| 374419 Y AMLA Barragan Noe         | 374419 Y AMLA Barragan Noe         | 3                             |
| 374421 Y AMLA Garcia Jose          | 374421 Y AMLA Garcia Jose          | 3                             |
| 390279 Y AMLA Ramos Melanie        | 390279 Y AMLA Ramos Melanie        | 3                             |
| 3953934 Y AMLA Arredondo Cassandra | 3953934 Y AMLA Arredondo Cassandra | 1                             |
| 3952901 Y AMLA Machaen Ana         | 3952901 Y AMLA Machaen Ana         | 3                             |
| 3951283 Y AMLA Zamudio Erick       | 3951283 Y AMLA Zamudio Erick       | 1                             |
| 3949309 Y AMLA Lopez Nicole        | 3949309 Y AMLA Lopez Nicole        | 1                             |
| 3954507 Y AMLA Isaías Cristina     | 3954507 Y AMLA Isaías Cristina     | 1                             |
| 3954516 Y AMLA Hernandez Jonathan  | 3954516 Y AMLA Hernandez Jonathan  | 3                             |
| 3951435 Y AMLA Moran Jose          | 3951435 Y AMLA Moran Jose          | 3                             |
| 373880 Y AMLA Bermudez Trent       | 373880 Y AMLA Bermudez Trent       | 1                             |
| 373893 Y AMLA Martinez Kevin       | 373893 Y AMLA Martinez Kevin       | 1                             |
| 373894 Y AMLA Padilla Monserrath   | 373894 Y AMLA Padilla Monserrath   | 1                             |
| 373897 Y AMLA Guerrero Esteban     | 373897 Y AMLA Guerrero Esteban     | 1                             |
| 374419 Y AMLA Barragan Noe         | 374419 Y AMLA Barragan Noe         | 3                             |
| 374421 Y AMLA Garcia Jose          | 374421 Y AMLA Garcia Jose          | 3                             |
| 390279 Y AMLA Ramos Melanie        | 390279 Y AMLA Ramos Melanie        | 3                             |
| 3953934 Y AMLA Arredondo Cassandra | 3953934 Y AMLA Arredondo Cassandra | 1                             |
| 3952901 Y AMLA Machaen Ana         | 3952901 Y AMLA Machaen Ana         | 3                             |
| 3951283 Y AMLA Zamudio Erick       | 3951283 Y AMLA Zamudio Erick       | 1                             |
| 3949309 Y AMLA Lopez Nicole        | 3949309 Y AMLA Lopez Nicole        | 1                             |
| 3954507 Y AMLA Isaías Cristina     | 3954507 Y AMLA Isaías Cristina     | 1                             |
| 3954516 Y AMLA Hernandez Jonathan  | 3954516 Y AMLA Hernandez Jonathan  | 3                             |
| 3951435 Y AMLA Moran Jose          | 3951435 Y AMLA Moran Jose          | 3                             |
| 373880 Y AMLA Bermudez Trent       | 373880 Y AMLA Bermudez Trent       | 1                             |
| 373893 Y AMLA Martinez Kevin       | 373893 Y AMLA Martinez Kevin       | 1                             |
| 373894 Y AMLA Padilla Monserrath   | 373894 Y AMLA Padilla Monserrath   | 1                             |
| 373897 Y AMLA Guerrero Esteban     | 373897 Y AMLA Guerrero Esteban     | 1                             |
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| 3949309 Y AMLA Lopez Nicole        | 3949309 Y AMLA Lopez Nicole        | 1                             |
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| 3954516 Y AMLA Hernandez Jonathan  | 3954516 Y AMLA Hernandez Jonathan  | 3                             |
| 3951435 Y AMLA Moran Jose          | 3951435 Y AMLA Moran Jose          | 3                             |
| 373880 Y AMLA Bermudez Trent       | 373880 Y AMLA Bermudez Trent       | 1                             |



|   |   |   |           |   |
|---|---|---|-----------|---|
| 1 | <b>Materials</b><br><br><b>Printed Items:</b><br><br><b>Electronic Documents:</b> | <b>Collect all materials needed for analysis. *Suggested that these materials are ready before meeting.</b><br>Blank Test Document (Edusoft)<br><br>Item Response Report (Edusoft - performance by item)<br>Class List Report (Edusoft - performance grouped by standards)<br>Pacing Guide<br>Standards Matrix Tableau (myaspire)<br><br>Standards Matrix Template (John Ericson - excel)<br>Item Analysis Workbook (see tab below)<br>Task Analysis Template (see tab below)<br>Pacing Calendar (see tab below)  | 30 min    | Teachers are prepared with all documents for analysis                 |
| 2 | <b>Standards Analysis</b>   | <b>Analyze Class Performance at the Standard Level of Standards Covered Using your Class List Report or the Tableau Product, write in the % correct for each standard in the appropriate column of your Standards Matrix</b><br><br>Use the template to identify performance on power standards, and to prioritize upcoming lessons / re-teaching topics.   | 5 min     | Teacher populates standards matrix                                    |
| 3 | <b>Item Analysis</b>  | <b>Analyze performance on each item by indicating the degree covered, and identifying common misconceptions</b><br><br>Using your test document and the Item Response Report, complete the prompts on the Item Analysis Worksheet (see tab below).<br>For where the class average was over 70% write the names of the students who missed the question on the test document to use for pulling guided math groups.<br><br>For items where the average was between 60%-70%, complete the quick analysis prompts and write student names for guided groups on the test document.<br><br>For items where the average was below 60%, complete the quick analysis prompts, and prepare for task analyzing these items. | 60 min    | Teacher populates item analysis workbook                              |
| 4 | <b>Task Analysis</b>  | <b>Analyze the items that were already taught but that the average was below 60%</b><br>1) Read the problem and identify key words / vocabulary.<br>2) Do the problem with the detail you want your students' work to look like.<br>3) Quantify the steps used to solve the problem completely. Describe the steps.<br>4) Describe the Pre-requisite skills needed to review for mastery of this skill<br>5) Describe the grade level skills needed to review for mastery of this skill.  | 30-60 min | Teacher completes Task Analysis template for most challenging items   |
| 5 | <b>Revise the Pacing Guide</b>  | <b>Plan out the teaching topics for the next several months.</b><br><br>Using your pacing guide decide when to cover the topics not yet taught, and when to re-teach topics not yet mastered.<br><br>Include review topics that can be reinforced by daily review, mental math, SLS, etc.<br><br>Include assessment days and the standards to be assessed / re-assessed (every 2-3 weeks).  | 2-3 hours | Teacher completes calendar of teaching topics leading to the Pre-CST. |

## ELEMENTARY SCHOOL DAY SCHEDULE

- 8:00 School Begins – Students assemble around the college flag which represents their classroom. The class does their college cheer and walks into the classroom with purpose.
- 8:30 Language Arts – Mini-lesson in writing – The teacher begins with a message on the white board about the classroom or the day. Several errors in grammar are within the message. The teacher provides some direct instruction on a grammar mistake and uses the written message as practice. The language convention being practiced is part of the California writing standards. The homework for the day will reinforce this lesson.
- 8:45 Language Arts – Individual writing – The students work on their research reports on a college of their choice. The teacher meets one-on-one with students who are struggling to identify key aspects of the paper.
- 9:15 Language Arts – Small group reading instruction – The students work in small groups with the teacher on their appropriate reading level texts. The teacher has identified a specific learning objective for each small group based on the California standards.
- 10:00 Recess
- 10:15 Math – Students take an assessment to see if they’ve mastered the latest math standard. The data will be graphed and posted for the class to see. Based on this data, small groups will be formed to receive additional instruction after school or the next day.
- 10:30 Math – The teacher provides a whole group standards-based lesson with manipulatives. The teacher circles the classroom as students defend and explain their thinking. The lesson is followed up with a sample of the concept in writing. Small groups practice the equations in writing. The homework for the day will reinforce this lesson.
- 11:30 Science or Social Studies – The students work in small groups on their scientific models of a human cell. These models will be presented to a small committee of students and teachers outside the classroom. A written component will reinforce this project.
- 12:15 Lunch
- 1:00 Town Hall – The whole school watches a local performance group. At the end of the assembly, students are acknowledged for being “College Scholars”, having birthdays or perfect attendance. The students exit after doing their college cheers.
- 1:30 Language arts – Silent Reading – Students will read a book of their choice while the teacher does one-on-one assessments of reading fluency and comprehension.
- 1:40 Physical education – Using the state frameworks as a guide, the students participate in engaging and appropriate games. Students are assessed for their physical fitness and each student identifies a health goal.
- 2:15 Language Arts – Whole Group Instruction – The teacher reads aloud two different folk tales. The students use a graphic organizer to identify similarities and differences between the two stories in pairs. More advanced students are given a Venn diagram with a third story previously read included to challenge them.
- 3:00 Dismissal – Students leave the classroom with a handshake from the teacher. The teacher provides specific feedback about an accomplishment each student made during the day.



## SAMPLE SUMMER SCHOOL LETTERS

Tuesday, January 05, 2010

Dear Parent or Guardian of Ashley Gonzalez,

This year we are extremely pleased to be able to offer a 4 week summer session for some of our Aspire students. This program will be for academic intervention in English language arts and mathematics. Ashley Gonzalez has been recommended for Academic Summer Intervention in math and/or language arts. He/she is below grade-level and is strongly urged to attend summer intervention to help prepare him/her for the next academic year.

The classes will take place Mondays through Fridays, beginning July 6 through July 31, 2009. The hours of summer class will be from 8:00 to 12:20 daily. All classes will be held at Aspire-Huntington Park Charter School ( St. Martha's ) located at 6005 Stafford Avenue, Huntington Park, because our other elementary school campuses will be closed during the summer.

Daily attendance is an essential component of the program. Your child needs to be there every day. If your child misses more than 3 days, she/he will be dropped from the program.

Please complete the attached enrollment form and submit it to your principal by Wednesday, June 3, 2009. If we do not receive your application, we will need to invite additional students. If you have any questions, feel free to contact your site principal. We look forward to seeing Ashley for school in July.

Thank you very much.

Sincerely,

Rachael Cross  
Marie Morelock  
Stephanie Schulman

-----  
*Student's Name* \_\_\_\_\_ *Current Grade:* \_\_\_\_\_

*Parent/Guardian's name* \_\_\_\_\_

*Home /Work/ Cell phone #* \_\_\_\_\_

*My child will attend summer session .....* ☐ YES ☐ NO

*Parent's Signature* \_\_\_\_\_

*Date received* \_\_\_\_\_



## COMPREHENSIVE SCHOOL SAFETY PLAN

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| EMPLOYEES – ALL OTHER KINDS OF DISCRIMINATION OR HARASSMENT ..... | 19        |
| <b>PREVENTION OF CHILD ABUSE POLICY .....</b>                     | <b>19</b> |
| REPORTING SUSPECTED ABUSE/NEGLECT .....                           | 19        |
| REPORTING PROBLEMS AT THE SCHOOL SITE .....                       | 20        |
| <b>EMPLOYEE CONDUCT WITH STUDENTS .....</b>                       | <b>20</b> |

## SECTION 504 OF THE REHABILITATION ACT

The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that s/he review the 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

## MEASURABLE PUPIL OUTCOMES

An Aspire education provides students with access to opportunities for success in future endeavors – in higher education, work, and citizenship. Through personalized learning experiences, students master *basic skills*, acquire the *thinking skills* needed for the rigorous work of the real world, and develop productive *life skills*. Aspire’s educational program is designed to help all of its students to develop the following measurable pupil outcomes:

- A. **Basic Skills:** Students will master at least grade level competency in the four core subjects: mathematics, science, history-social science, and English-language arts.
- B. **Thinking Skills:** Students will apply classroom learning to real world experiences or problems in a relevant and valuable way, using higher-order thinking skills (such as critical thinking, creativity, decision-making, problem solving, reasoning, and knowing how to learn).
- C. **Life Skills:** Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.<sup>1</sup>

These student exit outcomes will be further subdivided into specific standards at different grade and skill levels. These specific grade and skill-level standards will incorporate those included in the California state content and performance standards.

Each grade level has specific assessments, projects and targets to measure student achievement. The tools listed below provide valuable assessment data that informs instruction, the school’s program and the needs for professional development.

---

<sup>1</sup> Based on important workplace skills as determined by the U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS), *Learning a Living: A Blueprint for High Performance*. April, 1992.

| Subject        | Measurable Outcomes   | Assessment Tools   | Frequency   | Proficiency Goal  |
|----------------|---|--|---|---|
| Language Arts  | Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.  | <ul style="list-style-type: none"> <li>• Developmental Reading Assessment (K-5)</li> <li>• Open Court phonics assessment (K-2)</li> <li>• Aspire's standards-based reading assessment (2-5)</li> <li>• Aspire's standards-based multiple choice writing assessment (2-5)</li> <li>• Aspire's standards-based writing assessment (2-5)</li> <li>• California Standards Test (2-5)</li> <li>• Standards-based report card (K-5)</li> </ul> | <ul style="list-style-type: none"> <li>• 2x a year</li> <li>• Every 6 weeks</li> <li>• 3x a year</li> <li>• 3x a year</li> <li>• 2x a year</li> <li>• Once a year</li> <li>• 3x a year</li> </ul> | <ul style="list-style-type: none"> <li>• K – Level 3</li> <li>• 1<sup>st</sup> – Level 18</li> <li>• 2<sup>nd</sup> – Level 28</li> <li>• 3<sup>rd</sup> – Level 38</li> <li>• 4<sup>th</sup> – Level 40</li> <li>• 5<sup>th</sup> – Level 50</li> <li>• 90% correct</li> <li>• 90% correct</li> <li>• 90% correct</li> <li>• 3 out of a 4 point rubric</li> <li>• Proficiency</li> <li>• 3 out of 4</li> </ul> |
| Science        | Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. | <ul style="list-style-type: none"> <li>• Project-based assessments (see science scope and sequence) (K-5)</li> <li>• Standards-based report card (K-5)</li> </ul>  | <ul style="list-style-type: none"> <li>• One per unit</li> <li>• 3x a year</li> </ul>   | <ul style="list-style-type: none"> <li>• Mastery based on unit specific rubric</li> <li>• 3 out of 4 on all standard</li> </ul>   |
| Math           | Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.  | <ul style="list-style-type: none"> <li>• Aspire's standards-based math assessment (K-5)</li> <li>• Math Assessment Collaborative problem solving assessment (2-5)</li> <li>• Standards-based report card (K-5)</li> <li>• California Standards Test (2-5)</li> </ul>   | <ul style="list-style-type: none"> <li>• 3x a year</li> <li>• Once a year</li> <li>• 3x a year</li> <li>• Once a year</li> </ul>  | <ul style="list-style-type: none"> <li>• 90% correct</li> <li>• 90% correct</li> <li>• 3 out of 4 on all standards</li> <li>• Proficiency</li> </ul>  |
| Social Science | Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.  | <ul style="list-style-type: none"> <li>• End of Unit Assessments (see social science units)</li> <li>• California Standards Test (5)</li> <li>• Standards-based report card (K-5)</li> </ul>   | <ul style="list-style-type: none"> <li>• One per unit</li> <li>• Once a year</li> <li>• 3x a year</li> </ul>  | <ul style="list-style-type: none"> <li>• Mastery based on unit specific rubric</li> <li>• Proficiency</li> <li>• 3 out of 4 on all standards</li> </ul>   |

In order to best serve our students and community, Aspire will continue to examine and refine its list of student outcomes over time to reflect Aspire's mission and any changes to state or local standards.

Aspire determines Academic Performance Index goals based on each school reaching an 8 in Similar Schools in four years. Once this goal is reached, every school sets a target of 800. After this is met, specific goals are created based on Aspire's data. Overall, Aspire holds a target that every student score Proficient or Advanced Proficient on the California State Test in every subject.

#### Benchmarks to be met

The achievement of Aspire will be measured in both growth and absolute measures and will be compared to the achievement of Bryson and San Gabriel, the two feeder schools.

#### Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether Aspire has been an academic success in its renewal period. The growth of Aspire will be measured annually against the growth of the comparison schools. At the time of renewal, if Aspire has met all of the following benchmarks either in the previous year or in two of the previous three years, Aspire will be considered an academic success:

1. Aspire's "value added" for English Language Arts is greater than the median value added for the comparison schools (prepared annually by PERB.)
2. Aspire's "value added" for Math is greater than the median value added for the comparison schools. (Prepared annually by PERB)
3. Aspire's API growth is 1.25 times the median growth of the comparison schools.
4. Aspire's API growth for all subgroups is 1.25 times the median growth of the comparison schools.
5. The decrease in percentage points of Aspire students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
6. The decrease in percentage points of Aspire students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.
7. The increase in percentage points of Aspire students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
8. The increase in percentage points of Aspire students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
9. The increase in percentage points of Aspire students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.

#### Other Measures

If Aspire fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. Aspire's API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of Aspire students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of Aspire students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of Aspire students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of Aspire students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. Aspire has met its AYP goals and is not in Program Improvement



ABOUT

SCHOOLS

ACADEMICS

ENROLL

RESULTS

CAREERS

Best Practices

Time & Space

Curriculum & Instruction

Assessment

Parent Involvement

Governance

Special Needs

Early College High School

College for Certain™

Assessment

Consistent and Persistent Assessment

At Aspire Public Schools, assessment is a critical tool for observing individual student progress, understanding the development of individual teachers, and evaluating the success of the program as a whole. Multiple assessments are used to provide more comprehensive information on students' learning:

- All standardized tests required for traditional public schools that are mandated in the California Education Code (including SAT-9, PSAT, SAT, High School Exit Exam)
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Durrell Oral Reading, CAS Problem Solving, Berkeley Readiness Test, Advanced Placement tests)
- Any local district assessments required of other public schools in the chartering district
- Specialized assessments developed by Aspire Public Schools for all areas of the academic core (e.g. project rubrics)
- Day-to-day assessments related to specific content or skills (running record for language arts; math computation quizzes, unit tests)
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports)
- Examination of final products (a final version of a paper, an interdisciplinary final project, Rites of Passage (ROPES) project) based on criteria and standards clearly communicated at the beginning of the project

**Unit: Building Numbers to 100**  
**Dates: November 2 – 20, 2009**  
**Teacher: Wong**

|  |                                  |                                   |
|--|----------------------------------|-----------------------------------|
| <b>Content Standard(s)</b>   | <b>Grade: 1<sup>st</sup></b>     |                                   |
| NS 1.2 Compare numbers using symbols<br>NS 2.3 Identify one more, one less, ten more, and ten less than a given number<br>AF 1.1 Write and solve number sentences from problem situations involving addition and subtraction   |                                  |                                   |
| <b>Understanding(s) Students will understand that...</b>   | <b>U</b>                         |                                   |
| <ul style="list-style-type: none"><li>- less means a smaller amount; in a word problem, it means to subtract; towards the left on the number line</li><li>- more means a greater amount; in a word problem, it means to add; towards the right of the number line</li><li>- &lt; (less than), &gt; (more than), = (equal to)</li></ul> |                                  |                                   |
| <b>Essential Question(s)</b>   | <b>Q</b>                         |                                   |
| <ul style="list-style-type: none"><li>• Which number is more? Less? How do you know?</li><li>• Should you add or subtract to solve this word problem? How do you know?</li></ul>   |                                  |                                   |
| <b>Students will know and be able to:</b>  | <b>K</b>                         |                                   |
| <ul style="list-style-type: none"><li>• Find 10 less/more and 1 less/more</li><li>• Use the correct inequality symbol to compare numbers</li><li>• Write a number sentence to solve word problems</li></ul>  |                                  |                                   |
| <b>Success Metric:</b><br><b>(What is the goal? SPECIFIC)</b><br><br>By Nov. 20 <sup>th</sup> , our class will score an average of 85% on our COI post assessment.   |                                  |                                   |
| <b>Pre-Assessment Results</b>  | <b>T</b>                         |                                   |
| Student performance on the pre-test:<br><br>Class Average: <u>42%</u>  |                                  |                                   |
| <b><u>Intensive (&lt;40%)</u></b>  | <b><u>Strategic (50-79%)</u></b> | <b><u>Benchmark (&gt;85%)</u></b> |
| Yulianne   | Jessica                          | Jose                              |
| Erick  | Ernie                            |                                   |
| Angel  | Daniela                          |                                   |
| Luna   | Raquel                           |                                   |
| Aaron  | Katherine                        |                                   |
| Eithan   | Amber                            |                                   |

Kenny  
Alexis  
Miguel  
Camili  
Jason  
Alfredo  
Jasmin

Day 8:

- Calendar math: find 1 more/less or 10 more/less of a given number
- Math warm-up: 10 more/less and 1 more/less
- SLS: 1 more/less
- Mini-lesson: using inequality symbols to compare numbers
- Math Center: Inequalities center (More or Less Alligator)

Day 9:

- Calendar math: comparing numbers; find 1 more/less or 10 more/less
- Math warm-up: comparing numbers using inequalities, 10 more/less and 1 more/less
- SLS: comparing numbers using inequality
- Mini-lesson: completing number sentences using numbers or inequality symbols  
i.e.  $\underline{\hspace{1cm}} < 43$

Day 10:

- Calendar math: comparing numbers; find 1 more/less or 10 more/less
- Math warm-up: comparing numbers using inequalities, 10 more/less and 1 more/less
- SLS: completing number sentences using numbers or inequality symbols
- Mini-lesson: addition word problems (1 more/10 more)

Day 11:

- Calendar math: comparing numbers; find 1 more/less or 10 more/less
- Math warm-up: comparing numbers using inequalities, 10 more/less and 1 more/less
- SLS: addition word problems (1 more/10 more)
- Mini-lesson: subtraction word problems (1 less/10 less)

Day 12:

- Calendar math: comparing numbers; find 1 more/less or 10 more/less
- Math warm-up: comparing numbers using inequalities, 10 more/less and 1 more/less, completing number sentences
- SLS: subtraction word problems (1 less/10 less)
- Mini-lesson: mixed addition and subtraction word problems (1 more/less and 10 more/less)

Day 13:

Review Worksheets/Centers and small groups

Day 14:

Review Jeopardy

Day 15:

Post-test

**Other Evidence:****T      OE      SA**

- Math warm-up
- Student-Led Solutions
- Exit tickets
- Homework
- Independent work
- Calendar math work
- Centers

**Learning Activities (Unit Length: 15 days)****L****Day 1:****-Pre-test****-Mini-Lesson: comparing numbers using manipulatives; vocabulary "more/less"****Day 2:****-Math Warm-up: circle greater numbers****-Mini-Lesson: 1 more/less using base ten blocks****Day 3:****-Math Warm-up: circle greater numbers****-SLS: 1 more/less****-Mini-Lesson: 1 more/less using number line****Day 4:****-Math Warm-up: circle greater numbers****-SLS: 1 more/less****-Mini-Lesson: 10 more/less using base ten blocks****Day 5:****-Calendar Math: find 1 more/less or 10 more/less of a given number****-SLS: 10 more/less****-Mini-Lesson: 10 more/less using hundreds chart****Day 6:****-Calendar Math: find 1 more/less or 10 more/less of a given number****-Math Warm-up: 1 more/less, circle greater numbers****-SLS: 10 more/less****-Mini-Lesson: 10 more/less using the number line****Day 7:****-Calendar math: find 1 more/less or 10 more/less of a given number****-Math warm-up: 10 more/less, circle greater numbers****-SLS: 1 more/less****-Mini-lesson: mix 1 more/less and 10 more/less problems**

**COI Analysis: Reflections****Post-Assessment Results****T**

Student performance on the post-test:

Class Average: 91%**Intensive (<40%)****Strategic (50-79%)****Benchmark (>85%)**Angel  
Yulianne  
Jasmin  
AlexisJason  
Luna  
Daniela  
Eithan  
Miguel  
Ernie  
Erick  
Raquel  
Amber  
Camili  
Kenny  
Jessica  
Katherine  
Aaron  
Alfredo  
Jose**Did we meet our learning objective?****Yes!****Which questions did the students most miss?  
What was the common error?  
What was so difficult about the identified questions?**# 13: weighing 10 pounds less  
Students are writing number sentences incorrectly (i.e. 10 – 52)**Which questions did the students get most correct?  
Why?**

#1 and 4 both got 100%!

#1 had a picture. I don't know how number 4 was different for the students than the other problems like it.

**Did the students do significantly better in a particular class? If so, what did that teacher do differently?****No.**

### COI Follow Up Plan

|  |  |
|--|--|
| Which students did not meet the objectives? (By name)                                    | Angel, Yulianne, Jasmin, Alexis  |
| What do we need to re-teach? Whole group? Small group?                                   | Small group: <ol style="list-style-type: none"><li>1. comparing numbers</li><li>2. procedures for 10 more/less vs. 1 more/less</li><li>3. word problem: weighing 10 pounds less than</li></ol> |
| How will we know that these students made their learning goals (metric)? By when (date)? | Students will correctly complete their exit ticket after small group work addressing their needs by Nov.23   |

# Post-Test Results

COI\_more/less\_\_\_\_\_

Dates\_\_\_\_\_to\_\_\_\_\_

Average Score\_91%\_\_\_\_\_

## Question Breakdown

|                      |                     |                             |              |               |
|----------------------|---------------------|-----------------------------|--------------|---------------|
| 1 ( 100% )           | 2 ( 95% )           | 3 ( 95% )                   | 4 ( 100% )   | 5 ( 90% )     |
|                      | Angel               | Alexis                      |              | Alexis, Ernie |
| 6 ( 85% )            | 7 ( 85% )           | 8 ( 90% )                   | 9 ( 90% )    | 10 ( 95% )    |
| Yuli, Jasmin, Alexis | Angel, Luna, Eithan | Jasmin, Daniela             | Angel, Jason | Yuli          |
| 11 ( 90% )           | 12 ( 90% )          | 13 ( 80% )                  | 14 ( )       | 15 ( )        |
| Yuli, Jason          | Jasmin, Daniela     | Angel, Luna, Eithan, Miguel |              |               |

## Middle Group Question Missed

### SLS Plan (# = Question)

### Exit Ticket Plan

finding 10 more/less and 1 more/less  
completing number sentences in the correct inequality or number  
word problem: 10 pounds less than or 1 pound less than

give exit tickets after small groups

## Centers Plan

Question # correclation = Center Objective

More or less alligator

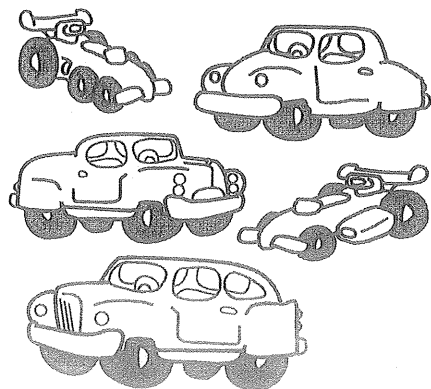
add finding 10 more/less and 1 more/less component to building numbers center



First T3 1 less/more 10 less/more # symbols POST

Section 1 - Multiple Choice

- 1) Carlos has 5 toy cars.



He gave 1 to his brother. How many toy cars does Carlos have now? Circle your answer.

(a) 2

(b) 3

(c) 4

(d) 6

- 2) Marco has 12 pencils in his case. He broke 1 and threw it away. How many pencils does Marco have now? Circle your answer.

(a) 11

(b) 12

(c) 13

- 3) Which number is 10 more than 83? Circle your answer.

(a) 94

(b) 93

(c) 84

(d) 83

4) Beth has 64 marbles. Her brother gives her 10 more. How many marbles does she have now? Circle your answer.

(a) 75

(b) 74

(c) 65

(d) 64

5) Circle your answer.

$$75 - 10 =$$

(a) 85

(b) 74

(c) 65

(d) 64

6) Kate had 35 markers. She gave 10 of them to her friend. How many markers does she have left? Circle your answer.

(a) 25

(b) 45

(c) 35

(d) 55

7) Which number makes this sentence true? Circle your answer.

$$\underline{\hspace{2cm}} > 63$$

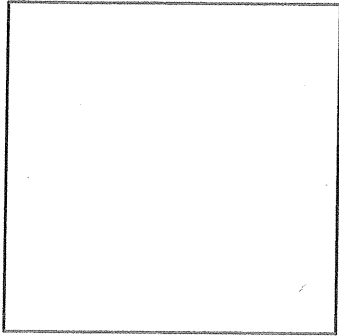
(a) 60

(b) 62

(c) 65

Section 3 - Short Answer

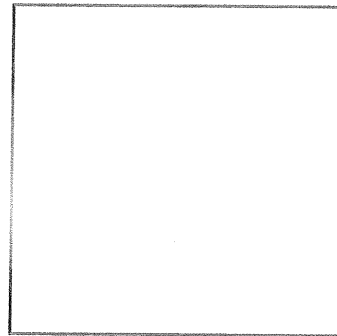
8) What number is 1 more than 23?



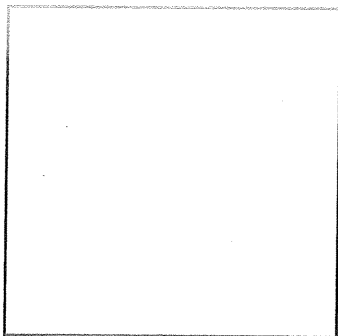
11) Write the correct symbol in the blank to make the number sentence true.

75 \_\_\_\_\_ 80

12) What number is 10 more than 31?



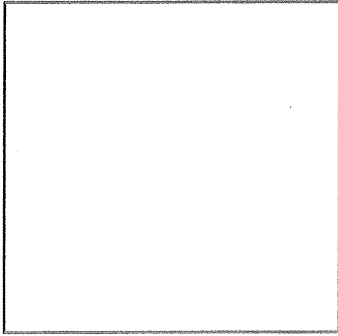
9) What number is 1 less than 17?



10) Write the correct symbol in the blank to make the number sentence true.

42 \_\_\_\_\_ 24

13) Tim's dog weighs 10 pounds less than Tim. If Tim weighs 54 pounds, how many pounds does his dog weigh?



First T3 1 less/more 10 less/more # symbols POST

## Answer Key

### Section 1 - Multiple Choice

- 1) c
- 2) a
- 3) b
- 4) b
- 5) c
- 6) a
- 7) c

### Section 3 - Short Answer

- 8)
- 24
- 9)
- 16
- 10)
- >
- 11)
- <
- 12)
- 41
- 13)
- 44

Name \_\_\_\_\_

School \_\_\_\_\_

Teacher \_\_\_\_\_

Year \_\_\_\_\_

**Explanation of Marks**

- 1 = Below the grade level standard  
 2 = Approaching the grade level standard  
 3 = Proficient at the grade level standard  
 4 = Advanced at the grade level standard  
 / = Not addressed

| <b>Math- Number Sense</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
|--|----------|----------|----------|
| <b>1.0</b> Computes with very large and very small numbers, positive integers, decimals, and fractions and understands the relationship between decimals, fractions and percents |          |          |          |
| <b>2.0</b> Performs calculations and solves problems involving addition, subtraction, and simple multiplication and division of fractions and decimals                           |          |          |          |
| <b>Math- Algebra and Functions</b>   | <b>1</b> | <b>2</b> | <b>3</b> |
| <b>1.0</b> Uses variables in simple expressions, computes the value of the expression for specific values of the variable, and plots and interprets the results                  |          |          |          |
| <b>Math- Measurement and Geometry</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
| <b>1.0</b> Understands and computes the volumes and areas of simple objects  |          |          |          |
| <b>2.0</b> Identifies, describes, and classifies the properties of, and the relationships between, plan and solid geometric features   |          |          |          |
| <b>Math- Statistics, Data Analysis, and Probability</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
| <b>1.0</b> Displays, analyzes, compares, and interprets different data sets, including data sets of different sizes  |          |          |          |

| <b>Math- Mathematical Reasoning</b>   | <b>1</b> | <b>2</b> | <b>3</b> |
|---|----------|----------|----------|
| <b>1.0</b> Makes decisions about how to approach problems                                     |          |          |          |
| <b>2.0</b> Uses strategies, skills, and concepts in finding solutions                         |          |          |          |
| <b>3.0</b> Moves beyond a particular problem by generalizing to other situations              |          |          |          |
| <b>Reading</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
| <b>1.0</b> Word Analysis - Decoding and Word Recognition                                      |          |          |          |
| <b>1.0</b> Word Analysis - Vocabulary and Concept Development                                 |          |          |          |
| <b>2.0</b> Reading Comprehension - Structural Features of Informational Materials             |          |          |          |
| <b>2.0</b> Reading Comprehension - Comprehension and Analysis of Grade-Level Appropriate Text |          |          |          |
| <b>3.0</b> Literary Response - Structural Features of Literature                              |          |          |          |
| <b>3.0</b> Literary Response - Narrative Analysis of Grade-Level Appropriate Text             |          |          |          |
| <b>3.0</b> Literary Response - Literary Criticism   |          |          |          |

Name 0 \_\_\_\_\_

School 0 \_\_\_\_\_

Teacher 0 \_\_\_\_\_

Year 0 \_\_\_\_\_

**Explanation of Marks**

 1 = Below the grade level standard  
 2 = Approaching the grade level standard  
 3 = Proficient at the grade level standard  
 4 = Advanced at the grade level standard  
 / = Not addressed

| Writing Strategies and Applications                          | 1        | 2        | 3        |
|--|----------|----------|----------|
| 1.0 Writing Strategies - Organization and Focus              |          |          |          |
| 1.0 Writing Strategies - Research and Technology             |          |          |          |
| 1.0 Writing Strategies - Evaluation and Revision             |          |          |          |
| 2.0 Writing Applications - Narratives                        |          |          |          |
| 2.0 Writing Applications - Responses to Literature           |          |          |          |
| 2.0 Writing Applications - Research Reports                  |          |          |          |
| 2.0 Writing Applications - Persuasive Letters                |          |          |          |
| 2.0 Writing Applications - Compositions                      |          |          |          |
| <b>Written and Oral Language Conventions</b>                 | <b>1</b> | <b>2</b> | <b>3</b> |
| 1.0 Sentence Structure                                       |          |          |          |
| 1.0 Grammar  |          |          |          |
| 1.0 Punctuation  |          |          |          |
| 1.0 Capitalization   |          |          |          |
| 1.0 Spelling   |          |          |          |
| <b>Listening and Speaking</b>                                | <b>1</b> | <b>2</b> | <b>3</b> |
| 1.0 Comprehension  |          |          |          |
| 1.0 Organization and Delivery of Oral Communication          |          |          |          |
| 1.0 Analysis and Evaluation of Oral and Media Communications |          |          |          |
| 2.0 Speaking Applications (Genres and Their Characteristics) |          |          |          |

Continued on the following  
page

Name 0 \_\_\_\_\_

School 0 \_\_\_\_\_

Teacher 0 \_\_\_\_\_

Year 0 \_\_\_\_\_

| Benchmarks  | Fall  | Winter | End of the year |       |
|---|-------|--------|-----------------|-------|
| Reading   |       |        |                 |       |
| Writing   |       |        |                 |       |
| Math  |       |        |                 |       |
| Guided Reading Level (End of the Year Goal = Level V) |       |        |                 |       |
| Interim Tests   | Int.1 | Int.2  | Pre-CST         | Int.4 |
| Language Arts   |       |        |                 |       |

Explanation of Marks for  
 Integrals, Classroom Effort,  
 Social Skills and Work Habits

1 = Needs improvement  
 2 = Satisfactory  
 3 = Good  
 4 = Outstanding  
 / = Not addressed

| Integrals  | 1 | 2 | 3 |
|--|---|---|---|
| Science  |   |   |   |
| Music  |   |   |   |
| Classroom Effort                                       | 1 | 2 | 3 |
| Reading  |   |   |   |
| Writing  |   |   |   |
| Mathematics  |   |   |   |
| History - Social Science                               |   |   |   |
| Science  |   |   |   |
| Music  |   |   |   |
| Playworks  |   |   |   |
| Social Skills and Work Habits                          | 1 | 2 | 3 |
| Follows classroom rules and procedures                 |   |   |   |
| Follows schools rules and procedures                   |   |   |   |
| Works, shares, and interacts cooperatively with others |   |   |   |
| Uses time appropriately                                |   |   |   |
| Works independently                                    |   |   |   |
| Listens and follows directions                         |   |   |   |
| Respects rights and property of others                 |   |   |   |
| Completes classwork on time                            |   |   |   |
| Completes homework on time                             |   |   |   |
| Quality of work  |   |   |   |
| Attendance   | 1 | 2 | 3 |
| Days tardy   |   |   |   |
| Days absent  |   |   |   |

Trimester 1 Comments

Trimester 2 Comments

Trimester 3 Comments



**Aspire Public Schools**  
**2010-2011 School Year Calendar**  
 As of 12/2/09

|   |    |    |    |    |    |    |  |    |    |    |    |    |    |
|---|----|----|----|----|----|----|--|----|----|----|----|----|----|
| <b>July 2010</b>  |    |    |    |    |    |    | <b>January 2011</b>  |    |    |    |    |    |    |
| S   | M  | T  | W  | Th | F  | S  | S  | M  | T  | W  | Th | F  | S  |
|   |    |    |    | 1  | 2  | 3  |  |    |    |    |    |    | 1  |
| 4   | 5  | 6  | 7  | 8  | 9  | 10 |  | 2  | 3  | 4  | 5  | 6  | 7  |
| 11  | 12 | 13 | 14 | 15 | 16 | 17 |  | 9  | 10 | 11 | 12 | 13 | 14 |
| 18  | 19 | 20 | 21 | 22 | 23 | 24 |  | 16 | 17 | 18 | 19 | 20 | 21 |
| 25  | 26 | 27 | 28 | 29 | 30 | 31 |  | 23 | 24 | 25 | 26 | 27 | 28 |
|   |    |    |    |    |    |    |  | 30 | 31 |    |    |    |    |
| 5-9 K-5Valley NEW Tr Train<br>12-16ALL 6-12 NEW Tr Train<br>12-16K-5BayAreaNEWTrTrain<br>20&21 New Principal Bootcamp<br>23: Curriculum Writing Party   |    |    |    |    |    |    | Rec School Visits in Jan<br>3: PD Day Valley & LA<br>10: Coach Meeting<br>24-28: Rec RVP/Principal Mtg |    |    |    |    |    |    |
| <b>August 2010</b>  |    |    |    |    |    |    | <b>February 2011</b>   |    |    |    |    |    |    |
| S   | M  | T  | W  | Th | F  | S  | S  | M  | T  | W  | Th | F  | S  |
| 1   | 2  | 3  | 4  | 5  | 6  | 7  |  |    | 1  | 2  | 3  | 4  | 5  |
| 8   | 9  | 10 | 11 | 12 | 13 | 14 |  | 6  | 7  | 8  | 9  | 10 | 11 |
| 15  | 16 | 17 | 18 | 19 | 20 | 21 |  | 13 | 14 | 15 | 16 | 17 | 18 |
| 22  | 23 | 24 | 25 | 26 | 27 | 28 |  | 20 | 21 | 22 | 23 | 24 | 25 |
| 29  | 30 | 31 |    |    |    |    |  | 27 | 28 |    |    |    |    |
| 2-6K-5LA NEW Tr Train<br>9: Induct&Coach Mtg(Yr1Dy1-2)<br>19: Differentiation Math at Cent<br>23-27: Rec RVP/Principal Mtg  |    |    |    |    |    |    | 4&5: Leadership Retreat<br>17: Afterschool Directors' Meeting<br>*                                     |    |    |    |    |    |    |
| <b>September 2010</b>   |    |    |    |    |    |    | <b>March 2011</b>  |    |    |    |    |    |    |
| S   | M  | T  | W  | Th | F  | S  | S  | M  | T  | W  | Th | F  | S  |
|   |    |    | 1  | 2  | 3  | 4  |  |    | 1  | 2  | 3  | 4  | 5  |
| 5   | 6  | 7  | 8  | 9  | 10 | 11 |  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12  | 13 | 14 | 15 | 16 | 17 | 18 |  | 13 | 14 | 15 | 16 | 17 | 18 |
| 19  | 20 | 21 | 22 | 23 | 24 | 25 |  | 20 | 21 | 22 | 23 | 24 | 25 |
| 26  | 27 | 28 | 29 | 30 |    |    |  | 27 | 28 | 29 | 30 | 31 |    |
| 14: Afterschool Directors Training<br>20: Principal Meeting<br>22,23,24NEWTrMakeUpTraining<br>27: Induct&Coach Mtg (Equity)   |    |    |    |    |    |    | 1: Induction Draft Review<br>7: Principal Meeting<br>28: Coach Meeting                                 |    |    |    |    |    |    |
| <b>October 2010</b>   |    |    |    |    |    |    | <b>April 2011</b>  |    |    |    |    |    |    |
| S   | M  | T  | W  | Th | F  | S  | S  | M  | T  | W  | Th | F  | S  |
|   |    |    |    |    | 1  | 2  |  |    |    |    |    | 1  | 2  |
| 3   | 4  | 5  | 6  | 7  | 8  | 9  |  | 3  | 4  | 5  | 6  | 7  | 8  |
| 10  | 11 | 12 | 13 | 14 | 15 | 16 |  | 10 | 11 | 12 | 13 | 14 | 15 |
| 17  | 18 | 19 | 20 | 21 | 22 | 23 |  | 17 | 18 | 19 | 20 | 21 | 22 |
| 24  | 25 | 26 | 27 | 28 | 29 | 30 |  | 24 | 25 | 26 | 27 | 28 | 29 |
| 31  |    |    |    |    |    |    |  |    |    |    |    |    | 30 |
| 21: Valley Principals<br>4-8: Rec RVP/Principal Mtg<br>7,8NEW BayTr FollowUpTraining<br>11: Lead Tr Bootcamp (Bay/Val)<br>14,15NEWLA&ValleyTrFollowUp<br>18: Induct&Coach Mtg(EL)<br>25: Lead Teacher Bootcamp (LA) |    |    |    |    |    |    | 18: Principal Meeting<br>26: Afterschool Directors' Meeting  |    |    |    |    |    |    |
| <b>November 2010</b>  |    |    |    |    |    |    | <b>May 2011</b>  |    |    |    |    |    |    |
| S   | M  | T  | W  | Th | F  | S  | S  | M  | T  | W  | Th | F  | S  |
|   | 1  | 2  | 3  | 4  | 5  | 6  |  | 1  | 2  | 3  | 4  | 5  | 6  |
| 7   | 8  | 9  | 10 | 11 | 12 | 13 |  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14  | 15 | 16 | 17 | 18 | 19 | 20 |  | 15 | 16 | 17 | 18 | 19 | 20 |
| 21  | 22 | 23 | 24 | 25 | 26 | 27 |  | 22 | 23 | 24 | 25 | 26 | 27 |
| 28  | 29 | 30 |    |    |    |    |  | 29 | 30 | 31 |    |    |    |
| 1: Principal Meeting<br>10: PD Day Bay<br>16: Induct&Coach Mtg(Sped)<br>25-26Thanksgiving   |    |    |    |    |    |    | 18: Coach Meeting<br>30: Memorial Day  |    |    |    |    |    |    |
| <b>December 2010</b>  |    |    |    |    |    |    | <b>June 2011</b>   |    |    |    |    |    |    |
| S   | M  | T  | W  | Th | F  | S  | S  | M  | T  | W  | Th | F  | S  |
|   |    |    | 1  | 2  | 3  | 4  |  |    |    | 1  | 2  | 3  | 4  |
| 5   | 6  | 7  | 8  | 9  | 10 | 11 |  | 5  | 6  | 7  | 8  | 9  | 10 |
| 12  | 13 | 14 | 15 | 16 | 17 | 18 |  | 12 | 13 | 14 | 15 | 16 | 17 |
| 19  | 20 | 21 | 22 | 23 | 24 | 25 |  | 19 | 20 | 21 | 22 | 23 | 24 |
| 26  | 27 | 28 | 29 | 30 | 31 |    |  | 26 | 27 | 28 | 29 | 30 |    |
| 2: Afterschool Directors Training<br>6: Principal Meeting<br>13: Coach Meeting  |    |    |    |    |    |    | 6&7: Induction Review<br>27-29: Leadership Retreat   |    |    |    |    |    |    |

\*Mini Trainings will run as follows

Shared Inquiry: TBD

Edusoft and Guided Reading: TBD

Edusoft in Secondary Math: TBD

| ASPIRE EDUCATOR EVALUATION   |              |                        |  |
|--|--------------|------------------------|--|
| The Aspire Public School Educator Evaluation is based on criteria for National Board Certification.          |              |                        |  |
| CRITERIA   | SCORE<br>1-3 | COMMENTS & SUGGESTIONS |  |
| 1. Commitment to students and learning   |              |                        |  |
| • Demonstrates knowledge of cognitive development and different learning styles                              |              |                        |  |
| • Considers the whole student including interests and cultural heritage                                      |              |                        |  |
| • Creates a culture of respect and equity  |              |                        |  |
| • Creates a culture of high expectations for learning  |              |                        |  |
| 2. Knowledge of subject matter   |              |                        |  |
| • Knows how the subject is organized and linked  |              |                        |  |
| • Designs coherent instruction (including activities, materials, resources)                                  |              |                        |  |
| • Uses subject-specific instruction techniques   |              |                        |  |
| 3. Skill in management of learning   |              |                        |  |
| • Organizes and manages classroom procedures, including physical environment, groups, transitions, materials |              |                        |  |
| • Manages student behavior   |              |                        |  |
| • Uses a breadth of instructional techniques effectively   |              |                        |  |
| • Assesses student growth consistently and in accordance with instructional goals and standards              |              |                        |  |
| • Engages students in learning   |              |                        |  |
| • Provides constructive, timely, substantive feedback  |              |                        |  |
| • Is flexible and responsive   |              |                        |  |
| • Maintains accurate student records   |              |                        |  |

| CRITERIA  | SCORE<br>1-3 | COMMENTS & SUGGESTIONS |
|---|--------------|------------------------|
| <b>4. Reflection</b>                                  |              |                        |
| • Reflects on practices accurately                    |              |                        |
| • Uses reflections to modify future reaching          |              |                        |
| • Is open to coaching and critique                    |              |                        |
| <b>5. Community-oriented</b>                          |              |                        |
| • Collaborates with other teachers                    |              |                        |
| • Communicates with parents about individual students |              |                        |
| • Collaborates with parents in instructional program  |              |                        |
| • Uses community resources when appropriate           |              |                        |

|   |   |   |
|---|---|---|
| <b>Scores:</b><br>1 = Below Standard<br>2 = Meets Standard<br>3 = Exceeds Standard<br><br><b>Overall rating:</b> <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block; vertical-align: middle;"></div> | <b>Strengths:</b><br><br>1.<br><br>2.<br><br>3. | <b>Development areas:</b><br><br>1.<br><br>2.<br><br>3. |
|---|---|---|

We have reviewed this performance evaluation.

Evaluator

Date

Educator

Date

## Aspire Principal Performance Criteria: Instructional Leadership

|   | Unsatisfactory   | Basic   | Proficient  | Distinguished   |
|---|--|---|---|---|
| Maintains school-wide focus on high standards of student achievement  | Spends excessive time and energy on issues unrelated to student achievement; fails to focus self or others on student learning   | Consistently speaks of high standards of student achievement as the focus of the school   | Establishes and continually reinforces high standards of student learning as the central mission of the school through both words and actions   | Is consistent and unrelenting in reinforcing the highest standards of student learning as the central mission of the school, modeling that focus in all activities  |
| Is knowledgeable of effective teaching, including curriculum standards, curriculum design and learning theory | Does not understand effective teaching; does not use this information in coaching teachers   | Is aware of effective teaching and occasionally attempts to incorporate it in conversations with staff  | Understands effective teaching; uses this information in guiding classroom instruction  | Possesses a deep knowledge of effective instruction; is able to help others make the link between effective instruction and their day-to-day practice   |
| Models Aspire instructional guidelines  | Does not understand Aspire instructional guidelines; does not use them in coaching teachers  | Is aware of Aspire instructional guidelines and occasionally attempts to use them in coaching teachers  | Understands Aspire instructional guidelines and regularly reinforces them in coaching teachers  | Thoroughly understands the nuances of Aspire instructional guidelines; models and reinforces their consistent implementation  |
| Uses data to increase student achievement   | Does not use data in making decisions or coaching teachers; does not make data available to staff  | Periodically reviews data provided by the state or Home Office; reviews and discusses school-wide data with staff; understands and can explain the function of the Balanced Scorecard           | Sets goals; analyzes a wide range of student and teacher data; aggregates and disaggregates data; trains staff to collect and use data on a regular basis to improve teaching in the school; uses Balanced Scorecard as a framework for communicating data; uses Edusoft regularly as a tool to manage Cycle of Inquiry | Incorporates the use of data into the daily life of the school, consistently tracking and analyzing a variety of metrics against goals to continually improve teaching in the school; analyzes data in aggregate and by subgroups; uses Balanced Scorecard to reinforce school goals and guide daily activities; uses Edusoft in a sophisticated way to manage Cycle of Inquiry |
| Creates a strong learning culture that communicates "college for certain"                                     | Does not discuss or refer to the vision of the school. Student behavior is not reflective of a "college for certain" culture and a school student discipline policy is handled inconsistently or not | Little time is spent sharing the vision. School's student discipline policy is implemented with consistency but student behavior is orderly most of the time. School environment feels safe and | Periodic discussion focuses the community on the vision. Student behavior is generally reflective of a "college for certain" culture. School environment feels safe and respectful, and is academically oriented. Artifacts consistently  | Vision is shared by all constituents and frequently referenced. Student behavior is consistently reflective of an effective learning community. School environment is not only safe and respectful, but also  |

|  |   |   |  |   |
|--|---|---|--|---|
|  | at all. School environment does not feel safe and respectful. No artifacts reflect the vision.  | respectful but not academically rigorous. Few artifacts reflect the "college for certain" culture.  | reflect the college culture  | reflects a rigorous academic focus. Creative artifacts communicate with all constituents about going to college.  |
| Uses teacher observations and feedback to increase student achievement | Spends very little time in classrooms observing teachers teaching; spends majority of time in the office; or observes teachers but does not follow-up with discussions with teachers. | Spends enough time in classrooms to observe and provide informal feedback for most teachers at least monthly. Provides all teachers with written feedback about observations during formal evaluations. | Maintains a regular schedule of classroom observations, spending at least one hour per day in classroom, so that each teacher is informally but substantively observed at least weekly during the school year. Provides teachers with timely written feedback about observations in a way that is aligned with Aspire educator performance rubric. | Maintains a regular schedule of classroom observations, so that all teachers are substantively observed at weekly during the school year. Observations times and topics are geared to educators' personal development goals. Uses a variety of formal and informal methods to provide teachers with timely feedback (written and verbal) about observations. Explicitly links observations to educators' personalized learning plans, Aspire educator performance rubric, school goals, and student achievement data in a continuous way. |

### Aspire - Principal Performance Criteria: People Management

|  | Unsatisfactory  | Basic   | Proficient   | Distinguished   |
|--|---|---|--|---|
| Attracts and selects top performers  | Identifies or selects candidates based on inappropriate criteria; does not use a sound and consistent process for hiring  | Relies on Aspire-wide advertising to attract candidates; uses Aspire criteria and process to select staff   | Uses multiple channels to identify and recruit strong candidates; consistently uses Aspire criteria and process to select staff  | Proactively uses multiple channels to identify and recruit top performers for Aspire beyond own school site; selects staff that represent a balanced mix of strengths and styles  |
| Identifies and provides appropriate professional development opportunities | Does not work with staff on their professional growth needs; discourages staff members who seek out professional development opportunities; does not understand adult learning theory | Identifies professional development needs for each staff member; transfers own knowledge and skills; informs staff of other known development opportunities; applies little adult learning theory | Works with each individual staff member to create a personalized professional development plan that fits with adult learning theory; provides timely feedback; transfers own knowledge and skills; seeks out additional learning options when one is not readily available | Creates a culture of continual learning for all staff members; using personalized professional development plans, ongoing feedback, and own knowledge and skills effectively; actively seeks out learning opportunities for staff; understands and uses adult learning theory |
| Builds a collaborative, well-functioning team                              | Does not promote collaborative behavior   | Encourages staff to collaborate; deals with internal  | Enables frequent collaboration among staff members; uses   | Creates a culture of collaboration and mutual   |

|   |  |   |  |  |
|---|--|---|--|--|
|   | among staff members; allows strong individuals to derail productive group work   | conflict adequately   | individuals' strengths effectively; addresses conflict skillfully  | support; uses individuals' strengths effectively; builds employee skills in team-building  |
| Communicates well with staff  | Does not convey information to staff in a timely manner; is a poor listener; does not express ideas clearly  | Disseminates clear, concise information in a timely manner using appropriate media; demonstrates attention to others' comments  | Disseminates clear, concise information in a timely manner using appropriate media; targets communication to suit the audience; actively listens   | Models effective two-way communication; is able to inspire as well as convey information   |
| Gathers input, collaborates, and provides leadership opportunities as appropriate | Is completely authoritarian or provides no leadership at all; does not make leadership decisions based on the situation  | Attempts to use different leadership approaches depending on the situation; understands the strengths and drawbacks of different approaches; provides some leadership opportunities   | Uses a number of leadership strategies skillfully; consistently exercises good judgment about the appropriate management strategy to use; allows most staff an opportunity to lead   | Uses a variety of leadership strategies wisely; consistently exercises good judgment about management strategies; delegates and collaborates as a way to train and motivate new leaders  |
| Holds employees accountable for results   | Resists discussing results and metrics with staff members; reviews employee performance haphazardly or subjectively; rarely uses observations to improve instruction | Reviews school-wide results with staff and creates action plans accordingly; reviews employees objectively; conducts formal evaluations for most employees according to schedule (goal setting at beginning of year, mid-year conference, end-of-year evaluation) | Reviews student results with individual employees thoroughly and objectively on a regular basis; creates and follows up on individual action plans; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end-of-year evaluation) in way that is aligned with Aspire education performance rubric | Creates a culture of accountability; engages staff in analyzing results and creating action plans; makes personnel decisions appropriately; conducts formal evaluations for all employees according to schedule (goal setting at beginning of year, mid-year conference, end-of-year evaluation); provides ongoing informal feedback to employees in a way that is linked to educators' personalized learning plans, Aspire educator performance rubric, school goals, and student achievement data in a continuous way. |
| Recognizes and rewards individual and group behavior                              | Overlooks opportunities for reward and celebration; focuses on the negative  | Recognizes good work with occasional celebrations   | Uses a variety of approaches to recognize and reward desired actions at the individual and group level   | Systematically reinforces Aspire and school values by thoughtfully using a variety of approaches to reward individual and group behaviors  |



## Aspire - Principal Performance Criteria: Resource Management

|   | Unsatisfactory  | Basic   | Proficient  | Distinguished   |
|---|---|---|---|---|
| Maintains a balanced budget                         | Does not understand the basics of budget management; does not make an effort to learn   | Understands basic principles of budget management; makes good budget decisions with the support of Home Office  | Understands finance and accounting principles; finds ways to increase revenues and decrease costs as much as possible   | Understands finance and accounting at an advanced level; finds creative ways to maximize revenue or minimize costs; works with staff and community to match priorities with spending  |
| Manages time & priorities effectively               | Is completely reactive; acts mostly in response to crisis; fails to spend time on the school's core mission   | Makes a deliberate effort to spend time on the most mission-critical activities   | Organizes time around the school's goals; is efficient taking care of lower priority items  | Organizes the way time is spent throughout the school to ensure a focus on the school and organization's goals; ensures that time is well-spent by all staff  |
| Establishes effective systems for school operations | Fails to establish any systems for school operations (e.g. attendance, discipline); activities that should be routine are cumbersome & frustrating for site staff; lack of systems causes frequent interruptions to education program | Establishes functioning systems for school operations; routine activities usually get done with minimal hassle and disruption; school staff understand and consistently execute their appropriate roles | Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily   | Establishes effective and efficient systems for school operations; routine activities are always completed quickly and easily; consistently finds ways to make activities more efficient and effective  |
| Adheres to Aspire policies and protocols            | Fails to follow Aspire policies and protocols in financial management (including attendance tracking, purchasing, payables/receivables, expense reimbursement, use of credit cards) and info mgmt                                     | Follows Aspire policy and protocol diligently   | Follows Aspire policy and protocol diligently and trains staff to do the same   | Follows Aspire policy and protocol diligently; trains staff to understand and follow protocol; supports Home Office in refining and communicating policies  |
| Anticipates long term needs and plans ahead         | Is reactive or focused on short-term; creates crises or shortages because of poor planning  | Recognizes 1-2 obvious needs beyond the immediate school year and works with Home Office to address those needs; anticipates budgetary problems before they occur                                       | Identifies long-term needs based on school priorities and makes spending decisions accordingly (including, if necessary, short-term sacrifices); anticipates budget problems long before they occur | Works with school community to identify long-term priorities and spending decisions accordingly; anticipates problems and creates alternatives; understands organization-wide needs beyond school and supports Aspire in achieving long-term objectives |

|   |   |  |  |  |
|---|---|--|--|--|
| Maintains safe facilities that support student learning                 | Does little to maintain or improve the facility or the use of space   | Does a minimum of maintenance; Responds to unsafe conditions   | Looks for ways to improve the facility; seeks input from staff to improve safety and use of space  | Creatively upgrades and maintains the facility to reflect a learning community; solves potential safety problems early   |
| <b>Aspire - Principal Performance Criteria: Community Leadership</b>    |   |  |  |  |
|   | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
| Engages parents in their students' school experience                    | Fails to communicate with parents about school events and opportunities for engagement; is adversarial or negative in dealing with parents; does not convene an Advisory School Council | Regularly communicates with parents about school events and encourages volunteerism through a school-wide newsletter; is professional in interactions with parents; encourages teachers to engage parents; convenes the ASC periodically | Uses a variety of media to communicate with parents about events and opportunities for involvement; is consistently positive and supportive with parents; gives teachers suggestions for parent engagement; regularly convenes ASC on routine action items | Uses a variety of media to communicate with parents about events and opportunities for involvement; creates school systems to ensure the engagement of all parents; uses the ASC to solve issues within the school community |
| Works collaboratively with sponsoring district and neighborhood schools | Fails to communicate with sponsoring district staff; is adversarial in dealing with sponsoring district or neighborhood schools   | Diligently responds to requests for information from sponsoring district staff and neighborhood schools  | Proactively reaches out to district and neighborhood schools to establish harmonious relationships   | Proactively reaches out to district and neighborhood schools to establish harmonious relationships; takes a leadership role in the local education community   |
| Develops positive relationships with community groups and leaders       | Fails to communicate with local community groups; is adversarial in dealing with requests from the community; isolates the school   | Diligently responds to requests from community groups; solicits support from key community groups and leaders  | Proactively reaches out to local community groups and leaders and engages them in the work of the school   | Proactively reaches out to local community groups and leaders and inspires them; takes a leadership role in the development of the community   |
| Is an advocate for Aspire in the community                              | Is negative about the organization  | Is positive about Aspire when provided an opportunity to speak; clearly articulates Aspire's core vision, mission and values   | Finds opportunities to speak positively about Aspire; clearly articulates Aspire's core vision, mission, values, and strategies  | Inspires support for Aspire through own enthusiasm; is evangelical about Aspire's work; clearly articulates Aspire's core vision, mission, values, and strategies  |



## Aspire - Principal Performance Criteria: Problem-Solving

|   | Unsatisfactory  | Basic   | Proficient   | Distinguished  |
|---|---|---|--|--|
| Acts in a principle-centered way                          | Makes decisions in an unethical way with little thought to broader consequences; displays a lack of personal integrity  | Refers to Aspire or personal values in making decisions; is thoughtful about setting a good example   | Consistently behaves in a way consistent with Aspire values; displays a high degree of personal integrity  | Unerringly models Aspire values and personal integrity   |
| Makes good decisions                                      | Makes irrational decisions in an uninformed, careless way   | Consistently collects and analyzes data, considers alternatives, predicts and evaluates consequences, and takes appropriate action  | Consistently makes sound decisions; uses a rational decision-making process; informs and engages others effectively and appropriately  | Makes excellent decisions using a good process even under unusual pressure   |
| Demonstrates initiative and follow-through utilizing data | Is completely reactive; is unwilling to do more than the bare minimum; fails to follow-through with commitments; fails to anticipate obvious obstacles and denies obvious early signs of problems | Takes initiative to respond to problems or obstacles; follows through diligently with plans and promises; recognizes early signs of problems through the use of data and creates short term plans to address problems | Creates and implements short plans, long-term plans and systems to avoid problems and achieve school goals; is persistent in solving a problem or fulfilling a commitment; consistently uses data to measure success | Engages staff in creating short plans, long term plans and systems to achieve school and organization's objectives; uses data to inform the plan and measure success; exerts exceptional effort; is motivated and persistent to achieve the end result |
| Manages ambiguity well                                    | Is completely uncomfortable with ambiguous situations; makes unrealistic demands on others to resolve ambiguity   | Has come to terms with the ambiguity of an entrepreneurial environment; creates structure for self and others as needed   | Is comfortable with ambiguity; creates structure for self and others as needed; is flexible in responding to changing circumstances  | Is comfortable with ambiguity; helps others develop strategies for coping with ambiguity; is able to shift course rapidly and fluidly  |
| Seeks outside support when appropriate                    | Either relies completely on the rescue of others or insists on acting completely independently  | Seeks support from Home Office in times of distress or uncertainty  | Seeks support from Home Office when appropriate; identifies other sources of support as needed   | Proactively anticipates need for outside support   |
| Is reflective   | Resists reflecting on own work; closed to learning about self and own development needs   | Reflects on own work when prompted; is aware of own strengths and weaknesses; reflects with the intent to improve   | Creates time to reflect independently; is aware of own strengths and weaknesses; reflects with the intent to improve   | Uses a variety of strategies to embed reflection and continuous improvement into own daily work; uses own reflection as a model to encourage others to learn and grow  |

## Aspire - Principal Performance Criteria: Aspire Values

|                                      | Unsatisfactory   | Basic  | Proficient   | Distinguished  |
|--------------------------------------|--|--|--|--|
| Is collaborative                     | Does not work well with own staff, other principals, and/or Home Office staff  | Is team-oriented; works well with own staff; is collegial; coordinates with other principals and Home Office staff as needed | Consistently goes beyond mere coordination to work own staff, other principals, and Home Office in ways that add value   | Consistently finds new ways to encourage collaboration within school and across the organization   |
| Displays a sense of ownership        | Does not hold self or others accountable for behavior or results; makes excuses; resists looking at or discussing goals and metrics. | Consistently holds self accountable for own results. Responds appropriately to results as measured by Home Office.           | Consistently holds self and others accountable for school results. Creates and follows-up with timely action plans in response to results measured by Home Office. | Consistently holds self and others accountable for school results. Creates and follows-up with timely, robust and flexible action plans in response to results measured by Home Office. Creates additional interim measures to ensure action plans are effective, and modifies activities accordingly. |
| Holds self to high quality standards | Has low expectations and standards for self and others' work. Does not seem to understand Aspire performance standards.              | Understands and embraces Aspire standards and expectations for own and team performance.                                     | Understands and embraces Aspire standards and expectations for own and team performance. Work is consistently high quality.  | Understands and embraces Aspire standards and expectations for own and team performance. Continuously improves. Work consistently exceeds expectations.  |
| Is customer-service oriented         | Does not respond to parent and student requests in a timely manner.  | Consistently responds to parents and student requests in a timely and appropriate manner.                                    | Consistently responds to parents, student and staff requests in a timely manner and in a way that reflects an understanding of the needs of customers.             | Consistently responds to parents, student and staff requests in a timely and appropriate manner. Deeply understands needs of customers. Finds ways to increase customer satisfaction at the school.  |
| Is purposeful                        | Does not understand Aspire or school vision and mission; works at cross-purposes or lacks direction.                                 | Understands and embraces Aspire vision and mission; focuses on operating school well.  | Understands, embraces, and consistently acts in ways that are aligned with Aspire vision and mission, not just school needs.                                       | Deeply understands, embraces, and consistently acts in ways that are aligned with Aspire vision and mission. Seeks and finds ways to further Aspire's mission and vision.  |

## ASPIRE – FRONT OFFICE

|                                | ASPIRE – FRONT OFFICE  |  |  |  |
|--------------------------------|--|--|--|--|
|                                | <i>Unsatisfactory</i>  | <i>Basic</i>   | <i>Proficient</i>  | <i>Distinguished</i>   |
| <i>In-bound communication</i>  | <ul style="list-style-type: none"> <li>• Phone calls consistently go unanswered or are not responded to in a timely manner; messages are inaccurate, lost or not passed along; phone is used excessively or personal calls</li> <li>• Emails consistently go unanswered or are not responded to in a timely manner; emails that need to be forwarded are not</li> <li>• Mail piles up and is lost</li> </ul> | <ul style="list-style-type: none"> <li>• Answers phone promptly; provides appropriate assistance to the caller; and deals appropriately with all calls including urgent ones. Reliably takes accurate messages</li> <li>• Responds professionally and in a timely manner to e-mails</li> <li>• Mail is sorted and distributed regularly</li> </ul> | <ul style="list-style-type: none"> <li>• Consistently answers phone promptly and cheerfully, presenting a professional voice for the school; provides appropriate assistance to the caller; and deals appropriately with all calls. Reliably takes accurate messages</li> <li>• Responds professionally and in a timely manner to e-mails</li> <li>• Mail is sorted and distributed regularly</li> </ul> | <ul style="list-style-type: none"> <li>• Consistently displays outstanding phone manner, dealing with all callers in an appropriate way; instills confidence in the school. Reliably takes accurate messages</li> <li>• Responds professionally and in a timely manner to all e-mails</li> <li>• Mail is sorted and distributed regularly</li> </ul> |
| <i>Visitors</i>                | <ul style="list-style-type: none"> <li>• Fails to notice, acknowledge, or greet visitors; deals with visitor requests inappropriately</li> <li>• Fails to have visitors sign in; allows visitors to proceed without visitor badges</li> </ul>  | <ul style="list-style-type: none"> <li>• Consistently notices and greets visitors promptly; provides appropriate assistance to visitors.</li> <li>• Maintains accurate visitor logs and ensures that visitors have visitor badges when appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>• Consistently greets all visitors promptly and cheerfully, presenting a professional image for the school; provides appropriate assistance to all visitors</li> <li>• Maintains accurate visitor logs and ensures that visitors have visitor badges when appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>• Instills confidence in the school through professionalism at the front desk in greeting and assisting visitors of all kinds.</li> <li>• Maintains accurate visitor logs and ensures that visitors have visitor badges when appropriate</li> </ul>   |
| <i>Outbound communications</i> | <ul style="list-style-type: none"> <li>• Regularly makes factual and grammatical errors in writing</li> </ul>  | <ul style="list-style-type: none"> <li>• Edits written communication from the school or principal to staff, parents, and students is accurate and grammatically correct when requested</li> </ul>  | <ul style="list-style-type: none"> <li>• Ensures that written communication from the school or principal to staff, parents, and students is accurate, error-free and timely regardless of mode of communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Proactively works with principal to assist in creating written communication from the school or principal to staff, parents, and students is accurate, error-free and timely and strengthens school spirit and satisfaction</li> </ul>  |
| <i>Information Technology</i>  | <ul style="list-style-type: none"> <li>• Uses only the most basic functions of some MS Office and Aspire-supported software</li> </ul>   | <ul style="list-style-type: none"> <li>• Effectively uses most MS Office software and Aspire-supported software, and is actively seeking additional training to improve productivity on the remaining software</li> </ul>  | <ul style="list-style-type: none"> <li>• Effectively uses Microsoft Office software (Word, Excel, PowerPoint, Outlook) and Aspire-supported software (PowerSchool, iRecruiter, Intranet, HelpDesk, SchoolDude) for all school needs</li> <li>• Assists other site teammates in using software and getting support from Aspire IT when needed</li> </ul>  | <ul style="list-style-type: none"> <li>• Is considered an expert with Microsoft Office software and Aspire-supported software; is able to train others to become proficient users</li> <li>• Can resolve simple IT user support questions or make basic fixes with guidance from Aspire IT</li> </ul>  |

|   | <i>Unsatisfactory</i>   | <i>Basic</i>   | <i>Proficient</i>   | <i>Distinguished</i>   |
|---|---|--|---|--|
| <i>Schedule and calendar management</i> | <ul style="list-style-type: none"> <li>• Fails to prepare following year school calendar and bell schedule in a timely manner or in accordance with guidelines</li> <li>• Is reactive; needs prompting to communicate school events or is inaccurate</li> </ul> | <ul style="list-style-type: none"> <li>• Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines with assistance</li> <li>• Manages communication to school community about upcoming events with assistance; avoids inaccuracies and omissions</li> </ul> | <ul style="list-style-type: none"> <li>• Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines within one week of the end of the school year</li> <li>• Manages communication to school community about upcoming events without guidance; avoids inaccuracies and omissions</li> </ul> | <ul style="list-style-type: none"> <li>• Prepares next year's school calendar and daily schedule accurately, in accordance with Aspire guidelines well in advance</li> <li>• Manages communication to school community about upcoming events proactively and without guidance; avoids inaccuracies and omissions</li> </ul>  |
| <i>Workspace management</i>             | <ul style="list-style-type: none"> <li>• Office space is chaotic and disorganized</li> <li>• Files are not in order; documents are often misplaced</li> </ul>   | <ul style="list-style-type: none"> <li>• Office space is organized</li> <li>• Files are in order and documents are usually in logical places</li> </ul>  | <ul style="list-style-type: none"> <li>• Maintains an efficient, tidy, intuitive workspace</li> <li>• Filing system is efficiently organized</li> </ul>   | <ul style="list-style-type: none"> <li>• Workspace is always impeccable</li> <li>• Filing system is extremely organized and comprehensible to others; everything is consistently and quickly placed in its proper place</li> </ul>   |
| <i>Supervisory skills</i>               | <ul style="list-style-type: none"> <li>• Provides little or inconsistent supervision to other teammates in the Front Office</li> <li>• Takes corrective action inappropriately or using improper procedures</li> </ul>  | <ul style="list-style-type: none"> <li>• Usually provides direction, support and feedback to other teammates in the Front Office</li> <li>• Takes corrective action using proper procedures as appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>• Provides clear direction, regular support and frequent feedback to guide other teammates and volunteers in the Front Office</li> <li>• Takes corrective action using proper procedures as appropriate</li> </ul>   | <ul style="list-style-type: none"> <li>• Highly effective in providing training, support and guidance to help others reach their full potential</li> </ul>   |
| <i>Student attendance</i>               | <ul style="list-style-type: none"> <li>• Attendance records are inaccurate and/or are not maintained in accordance with Aspire guidelines and audit requirements</li> </ul>   | <ul style="list-style-type: none"> <li>• Maintains accurate attendance records, both in PowerSchool and paper backup, in accordance with Aspire guidelines and audit requirements</li> </ul>   | <ul style="list-style-type: none"> <li>• Maintains accurate attendance records, both in PowerSchool and paper backup, in accordance with Aspire guidelines and audit requirements</li> <li>• Promptly calls parents regarding absences and tardies</li> <li>• Maintains accurate Independent Study records</li> </ul>                     | <ul style="list-style-type: none"> <li>• Maintains accurate attendance records, both in PowerSchool and paper backup, in accordance with Aspire guidelines and audit requirements</li> <li>• Is proactive in working with teachers to ensure accurate attendance</li> <li>• Enables school to maximize revenues through effective use of best practices and relationships with parents to minimize absences and tardies, and Independent Study record-keeping</li> </ul> |

|                                     | <b>Unsatisfactory</b>   | <b>Basic</b>   | <b>Proficient</b>  | <b>Distinguished</b>   |
|-------------------------------------|---|--|--|--|
| <i>Enrollment and wait lists</i>    | <ul style="list-style-type: none"> <li>• Lotteries are poorly managed</li> <li>• Student enrollment and registration documents are not processed in a timely manner</li> <li>• Enrollment and waitlist numbers are reported to Aspire HO late or in incorrect format</li> </ul>   | <ul style="list-style-type: none"> <li>• Lotteries are appropriately conducted</li> <li>• Student enrollment and registration documents are processed accurately in a timely manner</li> <li>• Enrollment and waitlist numbers are reported to Aspire HO in a timely manner</li> </ul>   | <ul style="list-style-type: none"> <li>• Lotteries are appropriately conducted</li> <li>• Student enrollment and registration documents are processed accurately and in a timely manner</li> <li>• Enrollment and waitlist numbers are reported to Aspire HO in a timely manner</li> <li>• Student openings are quickly filled with wait list students</li> </ul>  | <ul style="list-style-type: none"> <li>• Complex lotteries are appropriately conducted</li> <li>• High volumes of student enrollment and registration documents are processed in a timely manner even in a short time frame</li> <li>• Enrollment and waitlist numbers are reported to Aspire HO in a timely manner</li> <li>• Enrollment and wait list is managed in a way that maximizes revenues</li> </ul>   |
| <i>Student personal information</i> | <ul style="list-style-type: none"> <li>• Student records are inaccurate, incomplete, or contradictory, or are maintained using software other than PowerSchool</li> <li>• Student files are disorganized or incomplete</li> <li>• Confidentiality is not maintained</li> </ul>  | <ul style="list-style-type: none"> <li>• Student records, both in PowerSchool and on paper, are complete, accurate, and maintained during the year</li> <li>• Student confidentiality is maintained with appropriate controls</li> </ul>   | <ul style="list-style-type: none"> <li>• Student records, both in PowerSchool and on paper, are complete, accurate, and consistently and proactively maintained throughout the year</li> <li>• Student confidentiality is maintained with appropriate controls</li> </ul>  | <ul style="list-style-type: none"> <li>• Student records, both in PowerSchool and on paper, are complete and accurate</li> <li>• Student confidentiality is maintained with appropriate controls</li> </ul>  |
| <i>Student academic information</i> | <ul style="list-style-type: none"> <li>• Student academic records are inaccurate, incomplete, or contradictory, or are maintained using software other than PowerSchool</li> <li>• Cumulative files are disorganized or incomplete; fails to request cumulative files from students' prior schools</li> <li>• Confidentiality is not maintained</li> <li>• Does not take responsibility for producing report cards and honor rolls</li> </ul> | <ul style="list-style-type: none"> <li>• Student academic records, both in PowerSchool and on paper, are complete and accurate</li> <li>• Cumulative files are requested from students' prior schools</li> <li>• Student confidentiality is maintained with appropriate controls</li> <li>• Report cards are produced and distributed in a timely manner</li> <li>• Honor roll is calculated in a timely manner</li> </ul> | <ul style="list-style-type: none"> <li>• Student academic records, both in PowerSchool and on paper, are complete and accurate</li> <li>• Cumulative files are persistently requested from students' prior schools in a timely manner</li> <li>• Student confidentiality is maintained with appropriate controls</li> <li>• Report cards are produced and distributed in a timely manner</li> <li>• Honor roll is calculated in a timely manner</li> </ul> | <ul style="list-style-type: none"> <li>• Student records, both in PowerSchool and on paper, are complete and accurate</li> <li>• Is tenacious and diligent in getting cumulative folders from students' prior schools</li> <li>• Student confidentiality is maintained with appropriate controls</li> <li>• Works proactively with teachers, principal and Registrar to ensure that report cards and transcripts are produced and distributed in a timely manner</li> <li>• Honor roll is calculated in a timely manner</li> </ul> |

|  | <i>Unsatisfactory</i>  | <i>Basic</i>   | <i>Proficient</i>  | <i>Distinguished</i>  |
|--|--|--|--|---|
| <i>Student medical records</i>                 | <ul style="list-style-type: none"> <li>Disregards need for Physician's statement and medical logs are incomplete or unused</li> <li>Makes poor decisions when attending to injured or sick students</li> </ul> | <ul style="list-style-type: none"> <li>All students have a current Physician's Statement on file if medication is administered</li> <li>Is conscientious and keeps accurate records using daily medication logs</li> <li>Has been CPR/First Aid certified</li> <li>Makes appropriate decisions when attending to injured or sick students</li> </ul> | <ul style="list-style-type: none"> <li>All students have a current Physician's Statement on file if medication is administered</li> <li>Is conscientious and keeps accurate records using daily medication logs</li> <li>Keeps certification for CPR/First Aid current</li> <li>Uses Best Practices and common sense when attending to injured or sick students</li> </ul> | <ul style="list-style-type: none"> <li>Student medical records, including Physician Statement and medical logs, are diligently maintained, and systems are in place to ensure consistent appropriate use</li> <li>Keeps certification for CPR/First Aid current</li> <li>Uses Best Practices and common sense when attending to injured or sick students</li> </ul> |
| <i>Reporting to state, district and Aspire</i> | <ul style="list-style-type: none"> <li>Reports are often missing, late, inaccurate and/or in the incorrect format</li> </ul>   | <ul style="list-style-type: none"> <li>Reports are consistently complete, accurate, in the correct format, and submitted before the deadline</li> </ul>  | <ul style="list-style-type: none"> <li>Reports are consistently complete, accurate, in the correct format, and submitted before the deadline without prompting</li> </ul>  | <ul style="list-style-type: none"> <li>Reports are consistently complete, accurate, in the correct format, and submitted before the deadline without prompting</li> <li>Proactively creates systems and innovations to ensure timely and accurate report submittals</li> </ul>  |

### FRONT OFFICE - INFORMATION MANAGEMENT

|                              | <i>Unsatisfactory</i>   | <i>Basic</i>   | <i>Proficient</i>   | <i>Distinguished</i>  |
|------------------------------|---|--|---|---|
| <i>Personnel information</i> | <ul style="list-style-type: none"> <li>New hire paperwork is incomplete, inaccurate and/or submitted after the individual has already started</li> <li>Time sheets for site teammates are incomplete and/or submitted to payroll late or only after reminders</li> <li>Personnel forms (e.g. change of status, stipend, time off) are submitted to HO consistently and in advance of the relevant events</li> </ul> | <ul style="list-style-type: none"> <li>New hire paperwork submitted to HO is complete, accurate and usually submitted in a timely manner</li> <li>Time sheets for site teammates are complete and always submitted to payroll by deadline</li> <li>Personnel forms (e.g. change of status, stipend, time off) are submitted to HO</li> </ul> | <ul style="list-style-type: none"> <li>New hire paperwork submitted to HO is complete, accurate and submitted quickly after hire (and prior to the new hire's start date)</li> <li>Time sheets for site teammates are complete and always submitted to payroll by deadline without prompting</li> <li>Personnel forms (e.g. change of status, stipend, time off) are submitted to HO consistently and in advance of the relevant events</li> <li>Proactively creates systems and innovations to ensure timely and accurate submittal of HR forms</li> </ul> | <ul style="list-style-type: none"> <li>New hire paperwork submitted to HO is complete, accurate and submitted quickly after hire (and prior to the new hire's start date)</li> <li>Time sheets for site teammates are complete and always submitted to payroll by deadline without prompting</li> <li>Personnel forms (e.g. change of status, stipend, time off) are submitted to HO consistently and in advance of the relevant events</li> <li>Proactively creates systems and innovations to ensure timely and accurate submittal of HR forms</li> </ul> |
| <i>Financial information</i> | <ul style="list-style-type: none"> <li>Bank ledgers and petty cash ledgers are incomplete, accurate, and/or late</li> </ul>   | <ul style="list-style-type: none"> <li>Bank ledgers and petty cash ledgers are completed according to Aspire guidelines</li> </ul>   | <ul style="list-style-type: none"> <li>Bank ledgers and petty cash ledgers are completed according to Aspire guidelines</li> </ul>  | <ul style="list-style-type: none"> <li>Bank ledgers and petty cash ledgers are completed according to Aspire guidelines</li> </ul>  |



|                         |   |   |  |  |
|-------------------------|---|---|--|--|
|                         | <ul style="list-style-type: none"> <li>• Deposits build up at the site and are made infrequently; documentation is spotty</li> <li>• Purchase orders, if completed, are done at the last minute</li> <li>• Invoices are incorrectly or incompletely coded and/or are submitted to HO for payment with no time for processing before the due date</li> </ul> | <ul style="list-style-type: none"> <li>• and audit requirements, accurate, and submitted by monthly deadlines</li> <li>• Deposits are made regularly and quickly, and appropriate documentation is provided to HO</li> <li>• Purchase orders are properly completed in advance of need</li> <li>• Invoices are properly coded and submitted to HO for payment in a regular and timely manner</li> </ul> | <ul style="list-style-type: none"> <li>• and audit requirements, accurate, and submitted by monthly deadlines without prompting</li> <li>• Deposits are made regularly and quickly, and appropriate documentation is provided to HO by deadline without prompting</li> <li>• Purchase orders are properly completed in advance of need</li> <li>• Invoices are properly coded and submitted to HO for payment in a regular and timely manner</li> <li>• Assists principal to ensure school's resources are well-spent and purchases are coded to restricted funds appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• and audit requirements, accurate, and submitted by monthly deadlines without prompting</li> <li>• Deposits are made regularly and quickly, and appropriate documentation is provided to HO</li> <li>• Purchase orders are properly completed in advance of need</li> <li>• Invoices are properly coded and submitted to HO for payment in a regular and timely manner</li> <li>• Assists principal to ensure school's resources are well-spent and purchases are coded to restricted funds appropriately</li> </ul> |
| <i>Collaboration</i>    | <ul style="list-style-type: none"> <li>• Has trouble working with site and Aspire teammates; puts own needs ahead of team needs; seldom contributes to the success of others</li> </ul>   | <ul style="list-style-type: none"> <li>• Collaborates well in some situations but not in others; agreeably does his/her part when asked to by others</li> </ul>   | <ul style="list-style-type: none"> <li>• Contributes to a spirit of teamwork and collaboration in all situations; contributes to the success of others</li> </ul>  | <ul style="list-style-type: none"> <li>• Excels in developing team momentum, enthusiasm, and pride; champions success of others; serves as a role model</li> </ul>   |
| <i>Ownership</i>        | <ul style="list-style-type: none"> <li>• Conveys a lack of caring or is unresponsive to requests for service/support; does not hold self accountable for actions, decisions and results</li> </ul>  | <ul style="list-style-type: none"> <li>• Assumes responsibility for tasks as assigned; holds self accountable for actions, decisions and results</li> </ul>   | <ul style="list-style-type: none"> <li>• Enthusiastically assumes responsibility for tasks; holds self accountable for actions, decisions and results</li> </ul>   | <ul style="list-style-type: none"> <li>• Takes ownership of tasks beyond own role as appropriate; demonstrates initiative to make the school a better place</li> </ul>   |
| <i>Quality</i>          | <ul style="list-style-type: none"> <li>• Regularly delivers end products that have errors and are not polished</li> </ul>   | <ul style="list-style-type: none"> <li>• Usually provides high quality service on assigned tasks</li> </ul>   | <ul style="list-style-type: none"> <li>• Takes pride in and delivers high quality service and end products</li> </ul>  | <ul style="list-style-type: none"> <li>• Consistently exemplifies Aspire standards in service, end products and deliverables</li> </ul>  |
| <i>Customer-service</i> | <ul style="list-style-type: none"> <li>• Regularly fails to acknowledge visitors or teammates when they enter the office, or is regularly abrupt, cold, rude, or unprofessional</li> <li>• Fails to provide correct answers to questions or help when asked</li> </ul>  | <ul style="list-style-type: none"> <li>• Sporadically uses a customer-friendly manner when interacting with customers</li> <li>• Provides correct answers when asked</li> </ul>   | <ul style="list-style-type: none"> <li>• Is warm, friendly and professional in interacting with internal and external customers</li> <li>• Consistently provides responsive and appropriate help as requested</li> </ul>   | <ul style="list-style-type: none"> <li>• Office is a "model" of professionalism, warmth, knowledge and friendliness</li> <li>• Goes above and beyond to assist internal and external customers</li> </ul>  |
| <i>Purposefulness</i>   | <ul style="list-style-type: none"> <li>• Does not know or is unable to articulate Aspire's vision and mission</li> <li>• Behavior does not support organization's mission and guiding principles</li> </ul>   | <ul style="list-style-type: none"> <li>• Is able to articulate Aspire's vision and mission</li> <li>• Behavior supports organization's mission and guiding principles</li> </ul>  | <ul style="list-style-type: none"> <li>• Accurately and enthusiastically describes Aspire's vision and mission</li> <li>• Behavior consistently supports organization's mission and guiding principles</li> </ul>  | <ul style="list-style-type: none"> <li>• Accurately and enthusiastically evangelizes Aspire's vision and mission</li> <li>• Behavior consistently exemplifies organization's mission and guiding principles</li> </ul>   |




Home | Homeoffice | Educator Resources | Workgroups | Portals

Academic Interventions | Advisory | Assessment / COIs / Using Data | Classroom Management | English Language Learners (ELL) | Humanities 6-12 -- New & Improved! | Language Arts K-5: Better than ever! | Lead Teacher Resources | Learning Environment | Math K-5 | Math 6-12 | Parent Resources | ROPES / Interdisciplinary | Science K-5 | Science 6-12 | Special Subjects | Standards & Learning Objectives | Students with Special Needs | Teacher Induction | Templates & Additional Resources | Dean Resources - Supported by Godzilla | Teacher Internet Resources | Teacher Resources - Supported by Godzilla

Educator Resources

Actions

## Student discipline documents

### *Looking for forms and documents on student discipline?*

They're here: Student Discipline, including:

- Suspension and expulsion forms and letters
- Aspire's template for Parent-Student Handbook, which may have been customized for your school - ask your office manager or principal!

## Welcome!

This section of MyAspire is a place where teachers, instructional coaches, principals, and the whole education team can share helpful resources. Since MyAspire is in its infancy, you'll notice that many additions are still to come! Our goal is to make this section a place where innovation and best practices from all Aspire schools can be shared. If you have a simple question, a grand vision, or any sort of idea for how this section could be used, **go to the MyAspire home page and send a suggestion to Intranet Admin** and help us make the most of this new tool. The more we hear from you, the better this resource will be!

## Educator Resources

- ★ Academic Interventions
- ★ Advisory
- ★ Assessment / COIs / Using Data
- ★ Classroom Management
- ★ English Language Learners (ELL)
- ★ Humanities 6-12 -- New & Improved!
- ★ Language Arts K-5: Better than ever!
- ★ Lead Teacher Resources
- ★ Learning Environment
- ★ Math K-5
- ★ Math 6-12
- ★ Parent Resources
- ★ ROPES / Interdisciplinary
- ★ Science K-5

## Educator Resources

| Title                               | Date      | ▼ Author           | Rating |
|-------------------------------------|-----------|--------------------|--------|
| <b>Student discipline documents</b> | 9/19/2006 | Gloria Lee         |        |
| <b>Lesson Plan Template</b>         | 8/18/2006 | Courtney Schroeder |        |
| <b>Welcome!</b>                     | 6/30/2006 | Courtney Schroeder |        |

## Share a Lesson Plan!

Student discipline documents

Total/Today  
9032/33



# SUPPORT FOR ENGLISH LEARNERS

## Overview

Aspire will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Aspire will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

## Home Language Survey

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

## CELDT Testing

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") tested within thirty days of initial enrollment<sup>1</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient. Aspire will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the *No Child Left Behind Act* for annual English proficiency testing.

## Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

After receiving the CELDT results each year, the Home Office will send a list of possible students for redesignation. The principal along with the classroom teacher and parent, when desired, will redesignate students.

## Strategies for English Learner Instruction and Intervention

To meet the needs of English Learners, APS has added a number of bilingual teaching strategies to its core program, including: building on students' culture, language and experience; using dual-language strategies; teaching the second language through content; using graphic organizers; practicing English cooperative problem-solving groups; allowing community language norms in informal learning situations; and using computers and peer tutors to enhance language. These classroom instructional interventions will assist students in acquiring the grade level curricular content while learning English.

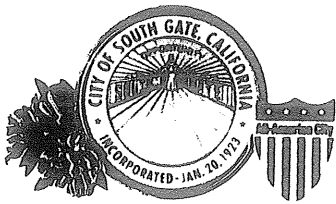
Additionally, all teachers will use the English Language Development standards to guide their second language students. Finally, any students not reaching the grade level standards will qualify for the afterschool interventions.

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

# \*ASPIRE\* SOUTH GATE OUTREACH CALENDAR OF EVENTS

| Sunday  | Monday | Tuesday  | Wednesday  | Thursday  | Friday  | Saturday  |
|---|--------|--|--|---|---|---|
| 22  | 23     | 24   | 25   | 26  | 27  | 28  |
|   |        | South Gate City Council Meeting<br>6PM   |  |   |   |   |
| 29  | 30     |  | 1  | 2   | 3   | 4   |
| South Gate Farmer's Market<br>9AM- 1PM                          |        |  | Training at Titan/Clarendon<br>2PM   | South Gate City Hall<br>10:00 AM (Jorge)<br>6:30 PM (Alma)        |   | Door To Door (Jorge)<br>10:00 AM – 1:00 PM<br>South Gate Park |
| 6   | 7      | 8  | 9  | 10  | 11  | 12  |
|   |        | -Prayer Breakfast (Marie)<br>8:00AM<br>- South Gate Park<br>(Margaret & Jorge) 9:30 AM<br>-South Gate City Council<br>(Alma) 6PM | Meeting w/Parent Revolution (Jorge and Yvette)<br>Door to Door<br>3:00 PM – 5:00 PM<br>(Jorge) *if no rain | Navidad on Tweedy<br>Tweedy Blvd.<br>6:00 PM – 9:00 PM<br>(Jorge) | Meeting w/Walgreens and Rite Aid to set up tables out side their doors in the am. (Jorge) | Door To Door (Alma)<br>3:00 PM- 5:00 PM                       |
| 13  | 14     | 15   | 16   | 17  | 18  | 19  |
| *South Gate Holiday Parade<br>Tweedy Blvd.<br>1:00 PM – 3:00 PM |        |  | Corona Ave School<br>3825 Bell Ave<br>Public School Choice Meeting @ 5:00 pm<br>In the Auditorium.         | Door to Door<br>3:00 PM – 5:00 PM                                 |   | S.G. Walk-a-thon<br>Tweedy Blvd.<br>10:00 AM – 1:00 PM        |
| 20  | 21     | 22   | 23   | 24  | 25  | 26  |
|   |        |  | Door to Door<br>3:00 PM – 5:00 PM  | Photo Shoot at Building Site                                      |   |   |
| 27  | 28     | 29   | 30   | 31  |   |   |



# City of South Gate

3650 CALIFORNIA AVENUE • SOUTH GATE, CA 90280-3075 • (323) 563-9503  
FAX (323) 569-2678 • rbates@sogate.org

RONALD BATES, PH. D.  
CITY MANAGER

November 10, 2009

Ramon C. Cortines, Superintendent of Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 24<sup>th</sup> Floor  
Los Angeles, California 90017

Dear Mr. Cortines,

I am writing in support of Aspire Public Schools letter of intent and application to operate South Region ES#4 in South Gate. I am pleased that the parents and children of South Gate will have an additional educational opportunity made available to them. Aspire currently operates 20 charter schools in urban areas throughout California, as well as five very successful schools in Huntington Park, a community with very similar demographics to South Gate.

Aspire has demonstrated a dedication to closing the achievement gap with a viable school choice. Aspire's schools in Huntington Park outperformed all the other elementary and middle schools in the community. The schools are all committed to college readiness and to an academically rigorous program. I feel that Aspire can successfully educate students in South Gate.

As an Administrator in South Gate, I am committed to supporting exemplary educational opportunities for all our children. Aspire Public Schools have a proven track record at dramatically improving student achievement and I believe they will achieve similar results with South Region ES #4.

Further, it is of utmost importance to our community to have well educated, college bound students to fill the jobs created through economic development.

Sincerely,

Ronald Bates, Ph.D.  
City Manager



# City of South Gate

3650 CALIFORNIA AVENUE • SOUTH GATE, CA 90280-3075 • (323) 563-9543  
www.cityofsouthgate.org FAX (323) 569-2678

HENRY C. GONZALEZ, Mayor  
GREGORY MARTINEZ, Vice Mayor  
MARIA DAVILA, Council Member  
W.H. (BILL) DE WITT, Council Member  
GIL HURTADO, Council Member

November 4, 2009

Ramon C. Cortines, Superintendent of Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 24<sup>th</sup> Floor  
Los Angeles, California 90017

Dear Mr. Cortines,

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As a community representative in South Gate, I am committed to supporting exemplary educational opportunities for all our children. Aspire Public Schools have a proven track record at dramatically improving student achievement and I believe they will achieve similar results with South Region ES #4.

Further, it is of utmost importance to our community to have well educated, college bound students to fill the jobs created through economic development.

Sincerely,

W.H. (Bill) De Witt  
Council Member



# City of South Gate

8650 CALIFORNIA AVENUE • SOUTH GATE, CA 90280-3075 • (323) 563-9543  
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HENRY C. GONZALEZ, Mayor  
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MARIA DAVILA, Council Member  
W.H. (BILL) DE WITT, Council Member  
GIL HURTADO, Council Member

10  
November 4, 2009

Ramon C. Cortines, Superintendent of Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 24<sup>th</sup> Floor  
Los Angeles, California 90017

Dear Mr. Cortines,

I am writing in support of Aspire Public Schools letter of intent and application to operate South Region ES#4 in South Gate. I am pleased that the parents and children of South Gate will have an additional educational opportunity made available to them. Aspire currently operates 20 charter schools in urban areas throughout California, as well as five very successful schools in Huntington Park, a community with very similar demographics to South Gate.

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Further, it is of utmost importance to our community to have well educated, college bound students to fill the jobs created through economic development.

Sincerely,

Maria Davila  
Council Member



## SOUTHEAST CITIES SCHOOLS COALITION

*A Joint Powers Authority of the Cities of Bell, Cudahy, Huntington Park, Maywood, South Gate, and Vernon*

December 15, 2009

Dear Superintendent Cortines:

Please accept our endorsement and unanimous support of **Aspire Public Schools'** application for Los Angeles Unified School District's Public School Choice RFP for **South Region Elementary School #4**. The Southeast Cities Schools Coalition (SCSC), a joint powers authority of the cities of Bell, Cudahy, Huntington Park, Maywood, South Gate and Vernon, is a committed partner of Aspire Public Schools' application to operate the new elementary school in the city of South Gate.

Aspire has a proven track record of operating high quality public K-12 charter schools for over a decade. It has demonstrated itself as a successful educational institution that offers a superb K-12 college prep academic curriculum to students. The state of California "Similar School Ranking" school measurement indicator has awarded twelve of the sixteen Aspire schools its highest ranking. This ranking system compares every school in the state to the 100 schools that share similar student population and socioeconomic factors.

The Aspire schools currently located in the city of Huntington Park have demonstrated competency to operate public schools and the ability to close the achievement gap among all students represented in the Southeast region. Aspire is a known entity in the Southeast communities and its teachers, staff and management personnel have earned the respect and trust of local stakeholders.

The SCSC is a vested partner with Aspire Public Schools and its effort to operate Elementary School # 4 in the city of South Gate. The SCSC stands ready to collaborate with an Aspire operated elementary school. As a joint power authority, the coalition is poised to collaborate with Aspire to leverage resources to help provide after-school support, summer bridge programs, literacy campaigns and parent education within this new elementary school.

The Southeast Cities Schools Coalition, and the communities it serves, appreciates your consideration and requests your support to select Aspire Public Schools to operate South Region Elementary School #4.

Sincerely,

Ramon Miramontes  
Executive Director



Alliance for a Better Community

350 South Bixel Street, Suite 180  
Los Angeles, CA 90017  
Phone: (213) 250-0052  
Fax: (213) 250-0105  
info@afabc.org  
www.afabc.org

Founded by a coalition of leading organizations and civic leaders, Alliance for a Better Community (ABC) operates within an ever-changing dynamic to promote equity for Latinos in education, health, economic development and civic participation throughout the Los Angeles region.

November 13, 2009

Ramon C. Cortines, Superintendent of Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 24<sup>th</sup> Floor  
Los Angeles, California 90017

Dear Mr. Cortines,

The Alliance for a Better Community (ABC) is writing in support of the Aspire Public Schools letter of intent and application to operate South Region EEC#2 and South Region ES#4 in South Gate. ABC believes that the parents and children of South Gate deserve to have high quality educational opportunities. An excellent education is the only way to prepare South Gate's young people to compete in college and careers in the 21<sup>st</sup> century. Also, in building quality early education centers and elementary schools such as those that Aspire operates, South Gate is building a foundation for the long-term academic success of its students.

Aspire currently operates 20 charter schools in urban areas throughout California, as well as five very successful schools in Huntington Park, a community with very similar demographics to South Gate. Aspire has demonstrated a dedication to closing the achievement gap. Aspire's schools in Huntington Park outperformed all the other elementary and middle schools in the community. The schools are all committed to college readiness and to an academically rigorous program.

As a policy and advocacy organization that has worked for educational transformation for nearly a decade in Los Angeles we are committed to supporting exemplary educational opportunities for all our children. Specifically, for South Gate, Aspire's proven track record in Huntington Park and beyond is impressive and we believe that they will achieve similar results with South Region EEC#2 and South Region ES #4.

Sincerely,

Veronica Melvin  
Executive Director  
Alliance for a Better Community

Edward J. Avila - President  
President of Project Restore

Martin Casillas  
President  
Families in Schools

Hector Flores, M.D.  
Co-Director  
Family Medicine Residency Program  
White Memorial Hospital

Linda Griego  
President  
Engine Company No. 28

Mónica Lozano  
President & CEO  
La Opinión

Carolina Reyes, MD  
Executive Director  
LA Best Babies Network

Frank Quevedo - Treasurer  
Vice President of Equal Opportunity  
Southern California Edison

Angela Sanbrano  
President  
National Alliance of Latin American and Caribbean Communities (NALACC)

Raul F. Salinas  
Managing Shareholder of the LA Office  
Adorno, Yoss, Alvarado & Smith

Fernando Torres-Gil  
Associate Dean  
UCLA School of Public Policy  
& Social Research

Arturo Vargas - Secretary  
Executive Director  
National Association of Latino Elected Officials (NALEO)

Peter Villegas  
Vice President, Senior Manager  
Office of Corporate Responsibility  
JPMorgan Chase

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November 19, 2009

## Foundation Commits \$335 Million to Promote Effective Teaching and Raise Student Achievement

Foundation approves \$290 million in grants to support intensive partnerships for effective teaching; also announces \$45 million for measures of Effective Teaching Research Project

Bill & Melinda Gates Foundation  
Phone: +1.206.709.3400  
Email: [media@gatesfoundation.org](mailto:media@gatesfoundation.org)

SEATTLE -- The Bill & Melinda Gates Foundation today announced that it will invest \$335 million to support effective teaching as a means to ensure all students receive the education they need to succeed in high school and beyond. Today's announcement includes \$290 million in grants to support four Intensive Partnership for Effective Teaching sites that have developed groundbreaking plans to improve teacher effectiveness. Another \$45 million will go toward the Measures of Effective Teaching project, a research initiative that seeks to define effective teaching and identify fairer and more reliable evaluative measures.

The Intensive Partnership grants will support the effective teaching plans of Hillsborough County (Fla.) Public Schools, Memphis (Tenn.) City Schools, Pittsburgh (Pa.) Public Schools, and The College-Ready Promise, a coalition of five public charter school management organizations in Los Angeles: Alliance College-Ready Public Schools, Aspire Public Schools, Green Dot Public Schools, ICEF Public Schools, and Partnerships to Uplift Communities.

"We are convinced that in order to dramatically improve education in America, we must first ensure that every student has an effective teacher in every subject, every school year," said [Melinda French Gates](#), co-chair of the foundation. "These communities have shown extraordinary commitment to tackling one of the most important educational issues of our time. We must do everything we can to understand what makes teachers effective and cultivate those qualities across the profession, in every school and classroom, so that all students can benefit."

The foundation announced a year ago that investments in effective teaching would be a critical component of its education strategy, a decision based on a well-established body of evidence that shows teachers are the most important school-based factor in student achievement. Researchers have noted only half as much variation in student achievement between schools as across classrooms within the same school, underscoring the impact of teachers on student learning.

"Decades of research and our own grant making provide clear evidence that supports the growing consensus among policymakers and parents alike that teachers matter most when it comes to student achievement," said [Vicki L. Phillips](#), Director of Education, College-Ready, at the foundation. "Today's investments will help these districts and school networks—and in time, all districts—develop better systems to identify and reward great teachers, make sure the highest-need students have access to the most effective teachers every year, and give all teachers the support they need to improve."

The announcement of the Intensive Partnership grants culminated a yearlong competitive application process that brought together school district, school board, and local teacher union leadership to develop comprehensive and innovative reform plans. Each of the selected communities demonstrated a broad-based commitment to raising student achievement, with an emphasis on reforming how teachers are recruited, evaluated, supported, retained, and rewarded. They also represent a mix of large and mid-size urban school systems with diverse populations.

Totaling \$290 million, the Intensive Partnership grants will be awarded as follows\*:

- Hillsborough County Public Schools: \$100 million
- Memphis City Schools: \$90 million
- Pittsburgh Public Schools: \$40 million
- The College-Ready Promise: \$60 million

Each of these partners will develop and implement new approaches, strategies, and policies, including adopting better measures of teacher effectiveness that include growth in student achievement and college

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[Announcement of ARRA Investments in](#)

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readiness; using those measures to boost teacher development, training, and support; tying tenure decisions more closely to teacher effectiveness measures and rewarding highly effective teachers through new career and compensation opportunities that keep them in the classroom; strengthening school leadership; and providing incentives for the most effective teachers to work in the highest-need schools and classrooms.

Important partners in this effort are the American Federation of Teachers (AFT) and the National Education Association (NEA) and their affiliates in the participating communities.

"This process has been a thoughtful, deliberative, collaborative way to understand—and then design and implement—systems that improve teaching and learning. These districts, working with their unions and parents, were willing to think out of the box, and were awarded millions of dollars to create transparent, fair, and sustainable teacher effectiveness models," said Randi Weingarten, President of the AFT.

"Collaboration and multilevel integration are important when it comes to transforming the teaching profession," said NEA President Dennis Van Roekel. "These grants will go far in providing resources to help raise student achievement and improve teacher effectiveness. Our local NEA affiliates are working daily to help improve the practice of teaching," added Dennis Van Roekel, President of the NEA.

The foundation will work with the Intensive Partnership sites to ensure that their successes, challenges, and lessons learned are shared widely with school districts and policymakers around the country. Progress will be tracked through common indicators and communicated regularly.

"The work of courageous educators in our country's urban areas helps spur statewide reforms and ultimately bring to scale—even national scale—what we know works. These grants are an unprecedented opportunity to follow the example of a bold group of district leaders and teachers, and work together to ensure that all students are taught by effective teachers, in our cities and beyond," said Gene Wilhoit, Executive Director of the Council of Chief State School Officers.

The foundation also announced today that as part of its plan to promote and support effective teaching it is investing \$45 million in research to better understand what makes a teacher effective and how such effectiveness can be measured. The Measures of Effective Teaching (MET) project, which will be implemented over the next two academic years, seeks to develop an array of measures that will be viewed by teachers, unions, administrators, and policymakers as reliable and credible indicators of a teacher's impact on student achievement.

The MET project will enroll 3,700 teachers from a number of school districts around the country and will gather a variety of data, including videotaped teacher observations, student surveys, teacher surveys, and supplemental student assessments. As with the Intensive Partnerships, the MET project represents a real opportunity for teachers to inform the national discussion on education reform. Teachers in the following school districts will be participating: Charlotte-Mecklenburg, N.C.; Denver, Colo.; Hillsborough County, Fla.; Memphis, Tenn.; New York City; and Pittsburgh. Other sites will be added as grants are approved.

The Intensive Partnership and MET grants are part of the foundation's efforts to ensure that all young people in America have the opportunity to earn a degree beyond high school that has real value in today's job market. John Deasy and Thomas Kane, Deputy Directors of Education, College-Ready at the foundation, will oversee the Intensive Partnership and MET work, respectively.

For information on the investments announced today, please visit: <http://www.gatesfoundation.org/education>.

For supplemental materials and information about the foundation's work, please visit:  
<http://www.gatesfoundation.org/press-room/Pages/news-market.aspx>.

\*Actual payment amounts and dates may vary based on each district's completion of project deliverables and meaningful progress toward approved milestones for their projects.

###

Bill & Melinda Gates Foundation

Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In developing countries, it focuses on improving people's health and giving them the chance to lift themselves out of hunger and extreme poverty. In the United States, it seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed in school and life. Based in Seattle, Washington, the foundation is led by CEO Jeff Raikes and Co-chair William H. Gates Sr., under the direction of Bill and Melinda Gates and Warren Buffett.

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One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Roberta Benjamin  
Regional Vice President  
Aspire Public Schools  
2665 Clarendon Ave  
Huntington Park, CA 90255

12-14-09

Dear Roberta,

Teach For America-Los Angeles is proud to support Aspire's aim to provide all students with access to opportunities for success in all their future endeavors—in higher education, work, and citizenship and its committed belief that through personalized learning experiences, students will master basic skills, develop productive life skills, and acquire the thinking skills needed for the rigorous work of the real world.

To this end Teach For America- Los Angeles has elected to partner with Aspire to support its application under the LAUSD Public School Choice Process. In particular we will support the recruitment of a highly effective teaching force that demonstrates a diversity of skill sets, background and experiences, who are trained in culturally relevant and responsive pedagogy, and who will use data in a collaborative manner to target supports for students and adults. Teach For America corps members in the schools Aspire operates will positively contribute to establishing a culture of continuous improvement and accountability for student learning.

As an organization Teach For America-Los Angeles has been recruiting, and developing talented teachers and school leaders who are knowledgeable and passionate about education for all students in Los Angeles, for nearly 20 years. During this period of time we have recruited more than 1,200 teachers to Los Angeles. These talented individuals have gone on to become leaders in our community, including six elected officials and 42 high performing school leaders.

Across the nation, we have trained and supported almost twenty thousand teachers in communities and schools where the achievement gap is most pronounced. Our teachers have worked with nearly 3 million children living at or near the poverty line, the vast majority of whom are African American or Latino/Hispanic students who are performing well below their peers in higher-income neighborhoods.

For two decades, Teach For America has been learning about what distinguishes highly effective teachers in low-income communities. We frequently observe teachers in person and on video to gather qualitative evidence of their actions in and around the classroom. We interview them and facilitate reflection about their processes, purposes, and beliefs. We review teachers' planning materials, assessments, and student work. We survey teachers in our program at least four times a year about what training and support structures are most influential in their teaching practice. These findings are then incorporated into our teacher development model.



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One day, all children in this nation will have the opportunity to attain an excellent education.

#### TEACHFORAMERICA

After individuals join Teach For America's corps, we focus our efforts on training them to be highly successful beginning teachers. Our model of teacher preparation, support, and development revolves around five key drivers of new teacher learning and performance. At the center of our model is experiential learning, or what teachers learn first-hand from their classroom experiences and from the progress their students make. Experiential learning includes using data on student achievement to drive reflection and feedback. This helps corps members analyze the relationship between their actions and student outcomes. In addition, we ensure corps members have a foundation of core knowledge in instructional planning and delivery, classroom management and culture, content and pedagogy, learning theory, and other areas. We provide support tools such as student learning assessments, lesson plans, and sample letters to parents. We give corps members the opportunity to learn from the examples of other excellent teachers, both live and virtual. Finally, we facilitate a community of shared purpose, values, and support, fostering connections among corps members so they can take risks, ask for help, experiment, learn from colleagues, and sustain themselves, both physically and emotionally.

Our corps members are committed to ensuring that they are employing instructional strategies to meet the needs of all learners. As part of their independent work, corps members read a set of textbooks that Teach For America has developed, conduct observations of experienced teachers, and complete written and reflective exercises. This includes *Diversity, Community, and Achievement*, which examines diversity related issues new teachers may encounter, particularly in the context of race, class, and the achievement gap, and *Learning Theory* which focuses on learner-driven instructional planning. It considers how students' cognitive development and individual learning profiles should help inform corps members' instructional and classroom management decisions.

In addition to providing a comprehensive text and curriculum sessions on Diversity, Community and Achievement during the summer training institute, Teach For America provides incoming corps members with an overview of the diversity and history of communities in which they serve through panels with local community leaders, recommend readings, and small group discussions during regional orientation. Moreover, we build partnerships with organizations such as Sponsorship for Educational Opportunities (SEO), United Negro College Fund (UNCF), The National Council of La Raza, National Black and Hispanic MBA Associations, National Urban League, and have launched a number of broad diversity and inclusiveness initiatives to raise awareness in communities of color.

Our teachers set big goals that are ambitious, measurable, and meaningful for their students. They invest students and their families through a variety of strategies to work hard to reach those ambitious goals. They plan purposefully by focusing on where students are headed, how success will be defined, and what path to students' growth is most efficient. Our teachers execute effectively by monitoring progress and adjusting course to ensure that every action contributes to student learning. Teach For America corps members continuously increase their effectiveness by reflecting critically on their progress, identifying root causes of problems, and implementing



AN AMERICORPS PROGRAM

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

solutions. Finally, they work relentlessly in light of their conviction that they have the power to work past obstacles for student learning.

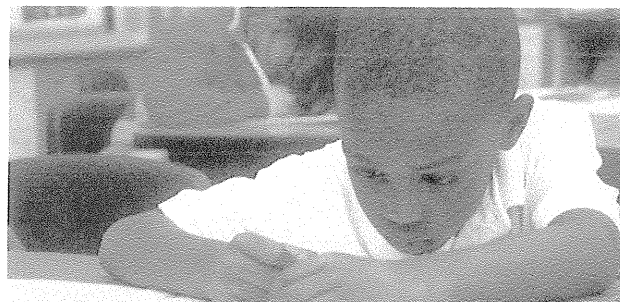
Additionally, each corps member is supported by a Program Director for the duration of their two year commitment. Program directors hold teachers accountable for producing data driven results within their classroom and facilitate co-investigation of teacher effectiveness. In, 2008 more than two-thirds of our first and second-year corps members generated 18 months of learning in a 10 month period of time.

National research has also borne out our impact. Independent studies have demonstrated the added value of Teach For America corps members. For example, one study analyzing student exam data from 2000 through 2006, found that Teach For America corps members were, on average, more effective than non-Teach For America teachers in all subject areas, and especially in math and science. That was true even when Teach For America teachers were compared with experienced and fully certified teachers. These findings were confirmed in a 2009 update of the study, which employed a larger sample of corps members and additional comparison groups. In all cases, the positive impact of having a Teach For America teacher was two or three times that of having a teacher with three or more years of experience. Research on Teach For America corps members teaching in LAUSD has substantiated this impact, finding that TFA teachers produce statistically significant gains for students when compared to non-TFA teachers regardless of years of experience.

As part of our community partnership with Aspire, we are committed to providing corps members to support Aspire's efforts to build a diverse staff, to broaden a partnership begun in 2008 with the placement of 3 teachers. We are proud to have 11 current corps members and 6 alumni teaching in various Aspire schools. As a partner with Aspire we look forward to expanding our presence within the schools Aspire applies to operate, serving as a pipeline for a diverse and effective teaching staff. Moreover, we are committed to partnering with Aspire for summer instruction, continuing the collaboration begun last year when we partnered with Aspire as part of Teach For America's summer institute. This collaboration saw 100% of the classrooms that we supported show growth over the summer as measured against diagnostic exams administered at the beginning of the summer and individual growth goals set for each student. Additionally, 92% of participating Faculty Advisors, all veteran educators at Aspire, reported that the summer positively contributed to their professional development.



AN AMERICORPS PROGRAM



#### Grantee Profile

|               |  |
|---------------|--|
| Organization: | Aspire Public Schools                  |
| Program:      | Charter Schools                        |
| Grants:       | \$2.5 million over 4 years (2005-2009) |
| Activities:   | Preparing urban children for college   |
| Impact:       | Approximately 1,000 students to date   |

## Aspire Public Schools Raising Student Achievement in Los Angeles

Nearly 1,000 kindergarten to 8th grade students, mostly Hispanic and living in low-income areas of the Los Angeles Unified School District (LAUSD), the most academically challenged and lowest performing school district in California, are proving they can achieve scholastically when given the opportunity to learn in an environment that fosters their aspirations.

The students are enrolled in the Los Angeles area's first Aspire Public Schools. Last year, three of the four LA schools raised their combined average Academic Performance Index (API) from 687 to 770, and the newly opened school achieved a baseline API of 763.

The expansion of the highly acclaimed Aspire Public Schools into the Los Angeles school district began in 2005, with the successive opening of a new school each year.

### The Aspire Model

Founded as a non-profit charter management organization (CMO), Aspire Public Schools opened its first two schools in 1999. Statewide, Aspire currently serves approximately 6,000 students from grades K-12 in 22 locations in the Bay Area, Central Valley and Los Angeles. Aspire seeks to transform individual lives, and inspire the social renaissance

of entire neighborhoods, through quality education. The cornerstone of its model is summed up the organization's philosophy "College for Certain."

Aspire maintains a college-preparatory focus in every school by: opening small schools with small class sizes (student-teacher ratios typically range from 15:1 to 28:1); operating longer school days and longer school years (providing 15 percent more learning time); ensuring a balanced curriculum utilizing block scheduling and varied teaching methods; performing consistent and persistent assessment of student and teacher performance; and emphasizing parental involvement.

Aspire's performance in building and operating high quality public charter schools that prepare urban students for college has earned consistent honors. In three of the last four years, Aspire was awarded Fast Company Magazine's "Monitor Group Social Capitalist Award", and is one of only 43 not-for-profits nationwide recognized for using the tools of business to solve pressing social problems. Aspire has also been honored by the California State Board of Education with the granting of a Statewide Benefit Charter. Parent satisfaction with the Aspire schools remains high, about 95 percent, and there is long wait list driving the organization's strategically planned growth.

January 6, 2010

Los Angeles Unified School District Board of Directors,

The Human Services Association "Pasitos" Early Childhood Education Programs are pleased to know that the Los Angeles Unified School District Board is moving toward providing high quality, innovative, proven and world-class educational services to the children.

We support Aspire Public Schools in their effort to bring these much needed services to the southeast Los Angeles area for the families of preschool age children.


As a Community Based Organization, we are aware of the lack of quality educational services currently available to children in LAUSD District 6 Area.

We support the Aspire Public Schools in seeking to bring quality educational services to children with the greatest risk. Our agency strives in seeking positive prevention and early intervention programs that result in long-term outcomes that will benefit the city for years to come.

If awarded, Human Services Association "Pasitos" Early Childhood Education Program will look forward to work together in collaboration with Aspire Public Schools by providing high quality full-day early childhood preschool services for children 4 to 5.

We urge your favorable consideration of the Aspire Public Schools application. If you required additional information, please contact Leticia Chacon, L.C.S.W., Associate Director at (562) 806-5400 ext 119.

Sincerely,



Leticia Chacon, L.C.S.W. Associate Director Human Services Association

## Human Services Association Overview

Human Services Association (HSA) is a private nonprofit organization which has been providing family and child development programs in Southeast Los Angeles County since 1940. H.S.A. is a multi-purpose community-based agency providing a wide range of social services to residents of southeast Los Angeles County. We are an organization dedicated to helping residents recognize and resolve individual, family, and community problems that inhibit their personal growth. Our work motto is “Where Caring Becomes Doing!” That’s why our services focus on children, families and community.

The H.S.A. “Pasitos” Early Childhood Education Programs provide developmentally appropriate school readiness opportunities to over 800 children ages 0 to 5 and their families in both part-time programs (between 3 and 6 hours per day) and full-day (7 hours per day) programs. These programs include licensed (Title 22) center-based programs for infant and toddlers, preschool-age children and parent-child interaction programs for children 0 to 5. Funding for these programs includes a School-Readiness Initiative Grant from First 5 LA (one of the largest First 5 contracts in Los Angeles County), a grant from Los Angeles Universal Preschool (the largest in LA County), and a contracts with the State of California for State Preschool and General Child Care. H.S.A. has recently become an Early Head Start Grantee with a home-based and center base program option for children ages 0 to 3.

H.S.A. “Pasitos” Early Childhood Education Programs provide school readiness opportunities that are culturally and linguistically relevant to children. We provide an approach that is challenging yet supportive for each. H.S.A “Pasitos” mission is to ensure that every child has is provided with the school readiness skills needed for a smooth transition into Kindergarten and prepared both child and parent for ongoing educational success.

### Proposed Early Childhood Education Program Collaboration

The proposed “Pasitos” Early Childhood Education Program will provide up to 175 children ages 4.0 with center-based ECE services as well as extensive comprehensive services and family support programs. The Early Education Center is located at 4500 Firestone Bl., South Gate in the Service Planning Area (SPA) 7 Southeast Los Angeles region, in the LAUSD District 6 service area. H.S.A. proposes to implement the both the First 5 LA School Readiness Initiative Kindergarten Transition Program and the CDE State Preschool Program (CSPP). Services will include a half day (3.5 hrs) and full day (7.0 hr) preschool program. Services will provide eligible children ages 4.0 to until entry into kindergarten with a high quality early childhood education program that will prepare them for kindergarten. Service will be provided for no more than 246 days in a program year. Program staff will include a highly qualified teacher meeting all the CDE Master Teacher Permit qualifications and hold a BA in Child Development and an Associate Teacher that will hold a CDE Regular Teacher Permit.

Collaboration will consist of H.S.A. ensuring licensing for 4 to 6 classrooms and playground through Community Care Licensing (Title 22) and clear all Fire and Health permits. Collaborator (Aspire) will ensure that children space is adequate by providing individual classroom space of 530 sq. ft. to 850 sq. ft. for groups of 15 to 24 children (35 sq. ft. per child) and enclosed playground space of 3600 sq. ft. (75sq. ft.). Aspire will provide bathroom space of 1 toilet and 1 sink for every 15 children and a separate adult bathroom. There will be no cost for use of space. Classroom space will be exclusive to preschool use. Shared playground is to be negotiated. In addition Aspire will collaborate with "Pasitos" by providing weekly use of space for the implementation of parent education classes. Custodial cost and utilities are to be negotiated.

Aspire will collaborate with "Pasitos" to ensure the smooth transition into kindergarten by allowing for site visit to school and participate in transition parent meetings.

#### "Pasitos" Early Childhood Education Comprehensive Services

H.S.A "Pasitos" will provide comprehensive services to all children enrolled that will include

Case Management - Social Services through an individual comprehensive assessment for each family with linkages to community resources and ongoing case management that will lessen family stressor.

Health Service – In collaboration with local Health collaborators children will receive School entry exam, immunization, vision and hearing test, dental exams and other health and dental services. Case managers will ensure linkages to medical homes for those in needs of insurance.

Mental Health/Counseling Services – Mental Health services will be offered to those families needing individual counseling. Parent will have the opportunity to participate in parent support groups.

Nutrition Services – Through the CA Nutrition Program children will receive nutrition breakfast, lunch and snack.

Early Intervention and Special Needs- All children participating will be provided with a developmental assessment that will identify any developmental delays and concerns.

Family will be provided with assistance to ensure child receives appropriate assessment via South Central Regional Center or LAUSD Special Education Unit.

Parent Education Program – Parents will be provided with an intensive education program that includes a Family Literacy program called Motherread/Fatheread that supports the parent in assisting their child's early reading skills and literacy skills.

Parenting classes are designed to ensure families can support their child's over all and ongoing educational need.



### “Pasitos” Early Childhood Education Programs - Curriculum philosophy

HSA “Pasitos” Early Childhood Education Program uses the research based High Scope curricula in our existing early childhood programs. The High Scope Curriculum complies with the CDE Guidelines as well as the standards set forth by the National Association of the Education of Young Children (NAEYC). In keeping with current research on early brain development and learning, High Scope focuses on children active involvement in their learning environment by challenging to achieve the next level of their development socially, emotionally, and educationally through the intentional teaching of our staff. Children learn through direct, hands-on experiences with people, objects, events and ideas. Trained staff understands child development and how to scaffold the important areas of learning in the child learning. High Scope curriculum components include using a set of teaching practices for adult –child interaction, arranging the room for optimal classroom learning, appropriate and challenging materials and consistent daily routine. High Scope Curriculum daily routine provides for a structured routine that includes the plan-do-review sequence, a time for small group, large group, and outside time. The High Scope approach is based on 58 key experiences in 14 content areas, providing a clear and concrete structure to support parent understanding of the curriculum and objective assessment criteria to guide teachers’ implementation with children.<sup>1[1]</sup> The educational objectives of the High Scope philosophy are the foundation of the “Pasitos” curriculum and correlate and complement our other supportive curriculums.

The Human Services Association “Pasitos” Early Childhood Education Program proposes to pilot the use of a combination of the High Scope Curriculum and the *Imagine It!* (SRA/McGraw-Hill) an early comprehensive Reading and Language Arts program to ensure consistency in learning as the child enter the kindergarten classroom. The *Imagine It!* components will be integrated in the High Scope learning environment and daily routine in the areas of, greeting, small group and large group activities and ensure the implementation of all five areas of reading and writing. In addition to the ongoing assessment teachers will implement the *Imagine It!* assessment and use it as a guide to lesson planning. Other *Imagine It!* tools and support materials will be used. Through this combination “Pasitos” will ensure that developmentally appropriate practices to teaching young children to read, write are implemented. The *Imagine It!* parent component will be attached to the current parent education program and ensure that parents take an active role in reading and writing instruction.

To ensure quality “Pasitos” Early Childhood Education Programs proposes to implement the California Desired Results components. A Desired Result Developmental Profile – Revised (DRDP-R) will be completed for every child through ongoing observations and portfolio development. The Early Childhood Environmental Rating Scale (ECERS) will be completed for every classroom. Parent Surveys will be completed and evaluated to ensure ongoing parental support and commitment. The program will participate in the annual Categorical Program monitoring self assessment process.

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1[1] <http://www.highscope.org/Educational Programs/Early Childhood.htm>

[ABOUT](#)[SCHOOLS](#)[ACADEMICS](#)[ENROLL](#)[RESULTS](#)[CAREERS](#)[Best Practices](#)[Teacher Residency Program](#)[Aspire Teacher Residency Program](#)[Program Overview](#)

The Aspire Teacher Residency Program (ATR) is a teacher training program in partnership with the University of the Pacific. The Aspire Teacher Residency Program offers:

- A comprehensive four year program that integrates exceptional academic preparation and practical teaching experience
- A tuition-reimbursed Master's in Education from the University of the Pacific
- A tuition-reimbursed California Preliminary Credential, in either Multiple Subject (K-8) or Single Subject (6-12)
- A job at an Aspire school the following school year, at a beginning teacher's salary with full benefits for residents who successfully complete the first year program

[Click here for the Aspire Teacher Residency Brochure](#)

[Who Should Apply?](#)

- All Aspire college graduates
- Any Aspire staff member, community member or volunteer who is eager to become a teacher at Aspire
- College seniors, who want to settle in one of Aspire's regions
- Professionals outside the field of education looking to become teachers

[Click here for the Aspire Teacher Residency Program presentation](#)

[Application Requirements](#)

To apply to the Aspire Teacher Residency Program, applicants must have:

- Completed a B.A. by the end of June 2010
- Maintained a GPA of 3.0 or higher on the last 60 semester or 90 quarter units earned

Applicants must submit the following:

- Aspire Teacher Residency Program Application
- Statement of Purpose
- Three Letters of Recommendation
- Official College Transcripts

[Applications](#)

To apply, please download the Aspire Teacher Residency Application and Letter of Recommendation Forms below:

[Aspire Teacher Residency Application](#)

[Aspire Teacher Residency Letter of Recommendation Form](#)

[Application Deadlines and Submissions](#)

First round applications are due: **January 15, 2010** (Postmarks Accepted)

Second round applications are due: **February 12, 2010** (Postmarks Accepted)

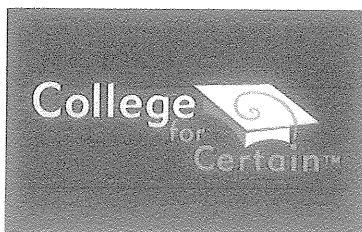
**Submit applications to:**

**Aspire Teacher Residency Program**  
**1001 22nd Avenue, Suite 100**  
**Oakland, CA 94606**

[For Additional Information](#)

Please direct all inquiries to:

Aspire Teacher Residency Program  
 1001 22nd Avenue, Suite 100  
 Oakland, CA 94606  
 (510) 434-5041 or (510) 434-5013





# Aspire-Clarendon December 2009



| Monday   | Tuesday  | Wednesday  | Thursday   | Friday  |
|--|--|--|--|---|
|  | <u>Dec 1</u><br><b>Chicken Enchilada</b> w/ White Rice, Vegetables and Fresh Fruit   | <u>Dec 2</u><br><b>Beef Soft Taco</b> w/ Spanish Rice, Vegetables, Salsa on the Side and Fresh Fruit | <u>Dec 3</u><br><b>NEW!! Black Eyed Peas w/ Smoked Turkey</b> , Jambalaya Rice, Vegetables and Fresh Fruit (DF)                  | <u>Dec 4</u><br><b>Revy Cheeseburger on a 100% Whole Wheat Bun</b> w/ Organic Ketchup, Baby Carrots and Fresh Fruit |
| <u>Dec 7</u><br><b>UPDATED!! All Natural Beef Hot Dog on a 100% Whole Wheat Bun</b> w/ Baby Carrots, Seeds, Organic Ketchup and Fresh Fruit (DF) | <u>Dec 8</u><br><b>All Natural Cheesy Smothered Chicken Burrito</b> and Fresh Fruit  | <u>Dec 9</u><br><b>Baked Ziti w/ Zesty Hamburger and Cheese</b> , Vegetables and Fresh Fruit         | <u>Dec 10</u><br><b>Handmade Chicken Tamale</b> w/ Spanish Rice, Vegetables and Fresh Fruit                                      | <u>Dec 11</u><br><b>Sloppy Joe on a Wheat Roll</b> w/ Baby Carrots and Fresh Fruit (DF)                             |
| <u>Dec 14</u><br><b>Spaghetti Marinara</b> w/ All Natural Meatballs and Cheese, Vegetables, Milton's Crackers and Fresh Fruit                    | <u>Dec 15</u><br><b>NEW!! All Natural Teriyaki Chicken</b> w/ Stir Fry Vegetables and "Not So Fried Rice" and Fresh Fruit (DF) | <u>Dec 16</u><br><b>NEW!! Jambalaya w/ Smoked Turkey Kielbasa</b> , Vegetables and Fresh Fruit (DF)  | <u>Dec 17</u><br><b>Maple Chicken Sausage, Egg and Cheese Sandwich</b> , Honey Roasted Soy Nuts, Organic Ketchup and Fresh Fruit | <u>Dec 18</u><br><b>Baked Ziti w/ Zesty Hamburger and Cheese</b> , Vegetables and Fresh Fruit                       |

**CHEF RESERVES THE RIGHT TO CHANGE MENU FOR SEASONALITY AND NEW MENU INNOVATION.** Quality Standards: Our menus are based on fresh, items and we use organic, locally produced ingredients whenever possible. Our meats, baked goods, and produce meet Whole Foods Market's stringent quality standards. All Revolution Foods meals are served with milk that is rBST-free and a fresh piece of fruit. **Vegetarian & Dairy-free options available daily.**

## December Breakfast Menu: 2 Week Cycle

### Week 1:

**Monday:** Shredded Spoonfuls Cereal, Fruit and Milk

**Tuesday:** Banana Muffin, Fruit and Milk

**Wednesday:** Yogurt with Raspberry-Strawberry granola, Fruit and Milk

**Thursday:** Cinnamon Raisin or Plain Bagel and Cream Cheese, Fruit, and Milk

**Friday:** Cinnamon Roll, Fruit, and Milk

### Week 2:

**Monday:** Kashi Heart to Heart Cereal, Fruit, Milk

**Tuesday:** Apple Muffin, Fruit, Milk

**Wednesday:** Yogurt with Raspberry-Strawberry granola, Fruit, Milk

**Thursday:** Cinnamon Raisin or Plain Bagel and Cream Cheese, Fruit and Milk

**Friday:** Cinnamon Roll, Fruit, Milk

## FINANCIAL AUDIT

*The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

*-California Education Code Section 47605(b)(5)(I)*

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. The Chief Financial Officer of Aspire is responsible for contracting with the independent auditor and the Controller of Aspire is responsible for overseeing the independent audit. Aspire will share the results with the District's Administrative Director of Business Services or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law. The Executive Committee of the Aspire Board of Directors will resolve audit exceptions and deficiencies to the satisfaction of LAUSD in a timely fashion.

Aspire will receive funding pursuant to Education Code Section 47613.5 and its successors and will opt to receive its funding directly from the state. Any funds due to Aspire that flow through the District shall be forwarded to Aspire in a timely fashion. During the term of this charter petition, Aspire and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

Depending upon availability, the District agrees to allow Aspire to separately purchase administrative or other goods or services from the District. Services or goods purchased through the District are processed through Fee-for-Service.

To the extent required by law, Aspire agrees to comply with the Public Records Act (Government Code Section 6250 et seq.) and the Brown Act (Government Code Section 54950 et seq.).

Aspire shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education ("COE"), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. Aspire will provide the District with present and future line item budgets for Aspire as required by the District and will meet all other financial reporting requirements, including an annual report of the philanthropic funds received by Aspire to be specifically used by the Los Angeles Unified School District's approved School, as outlined in the Memorandum of Understanding.

### ***District Oversight Costs***

The District may charge for the actual costs of supervisory oversight of Aspire not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of Aspire not to exceed 3% if Aspire is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allow under the law as it may change from time to time.

### ***Investment procedures***

Aspire's cash balances are invested in overnight sweep accounts with a major financial institution in order to maximize opportunities to earn interest. On occasion, Aspire receives stock donations; to avoid any risk on speculation of individual stocks, Aspire converts all stock donations to cash within one week of receipt.

### ***Deposit of funds***

Aspire has tight controls surrounding the deposit of cash. Funds received at the Aspire home office are deposited via Check 21 technology to maximize float and lower administrative costs. For those deposits, there is a separation of duties between receipt, deposit and reconciliation for all bank accounts. Funds received at the school sites are deposited by the site staff, and there is a separation of duties between the counting of and depositing of cash; the reconciliation of that cash is done at the home office. Aspire works closely with our donors to receive wire transfers whenever possible to maximize float and lower administrative costs.

### ***Adequate cash flow***

Aspire has operating lines of credit with two financial institutions that are sufficient to meet our short-term cash needs. The primary line of credit is with a bank and the secondary line is with a community development financial institution. Aspire prepares cash flow projections as part of our annual budgeting process, and during the year we maintain a rolling 90-day cash collection forecast that projects the timing of each revenue stream from each district, county office of education and donor. The CFO reviews cash balances on a daily basis to gain maximum visibility into our cash balances.

### ***Reports***


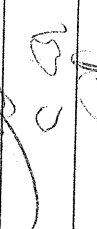
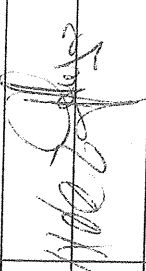
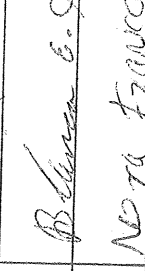










Aspire South Gate Charter School will submit the following reports to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – November following the end of the fiscal year
- g. Classification Report – monthly the Monday after close of the last day of the school month
- h. Statistical Report – monthly the Friday after the last day of the school month. In addition:
  - P1, first week of January
  - P2, first week of April
- i. Bell Schedule – annually by November
- j. Other reports as requested by the District

# Aspire Public Schools

I am signing in support of the work that Aspire Public Schools is doing to provide education, and that additional educational opportunities need to be made available to the children of South Gate.

Estoy/estamos firmando en apoyo de la labor que está haciendo Aspire Public Schools para proveer educación, y que oportunidades educativas adicionales deben ser suministrados a los niños de South Gate.

| Parent/Guardian's name<br>Nombre de padres/guardianes | Signature<br>Firma  | Address<br>Dirección | Tel Number<br>Número de Teléfono |
|---|---|----------------------|----------------------------------|
| Yanuen Arula  |    | 9207 Koppman Ave     | (323) 830462                     |
| Ma. Carmen R  |    | 9207 Koppman Ave     | (323) 830462                     |
| 2054 Hesperia St                                      |    | 921 Bu Miguel AVE    |                                  |
| Blanca E. Guerra                                      |    | 9555 Elymille        |                                  |
|   | Blanca E. Guerra  | 9231 Bowman          | (323) 567-5509                   |
|   | Nora Franco   | 9231 Bowman          | (323) 567-5509                   |
| Juan Rosales  |    | 9820 San Juan        |                                  |
| Rogelio Bellan  |    | 9829 San Juan S.G.   |                                  |
| Maricela Hernandez                                    |    | 8902 San Juan        |                                  |
| Elva bravo  |   | 9811 San Juan        |                                  |
| Aroeli Dominguez                                      |  | 9811 San Juan        |                                  |
| MARIA GRIBAN  |  | 9816 SAN JUAN        |                                  |
| Guadalupe Rouse                                       |  | 9804 San Juan        |                                  |
| Rosario Cortez  |  | 9800 San Juan        |                                  |
| Yolanda Ramirez                                       |  | 9730 San Juan        |                                  |
| Gregoria Gonzalez                                     |  | 9730 San Juan        |                                  |

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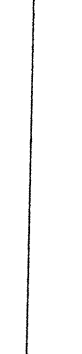





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|---|---|--|----------------------------------|
| Olga Ramirez  |    | 4411 st                                | (801) 953-7140                   |
| Ana Rendon  |    | 796 state st                           | 323 638 8407                     |
| Jenna Rizzo   |    | 7801 California                        | (323) 351-9414                   |
| Rocio Ortiz   |    | 2447 Palm Pl                           | 323-638-6281                     |
| Samia Ledesma   |    | 3322 Broadway                          | (323) 585-6556                   |
| Chanda Lopez  |    | 4461 Santa Ana St. Santa Ana, CA 92705 | 323 771-8537                     |
| Carolina Guevara                                      |    | 3201 Hill St. 90253                    | (323) 641-1253                   |
| Guadalupe Serrano                                     |    | 3819 Gran Ave.                         | 323) 828-5357                    |
| Felipe Galindo  |   | 3101 E Santa Ana Ave                   | 323 566-7581                     |
| Dulce Marie   |  | 8148 Southgate Ave                     | 323 249 5647                     |
| Saila Ramos   |  | 8114 South Ave                         | 323 249(-) 5647                  |
| Felipe Akores   |  | 8117 South Gate Ave                    | 323- 370- 7396                   |
| Juan Garcia   |  | 8193 South Ave                         | 323- 587-0453                    |
| Jose Luis Manzanera                                   |  | 8101 South Ave                         | 323-587-0458                     |
|   |   |  |                                  |
|   |   |  |                                  |



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|---|--------------------------|-----------------------------|----------------------------------|
| Enseba Morales  | <i>Enseba Morales</i>    | 3124 Santa Ana St.          | 323 074 1128                     |
| Disaida Hernandez                                     | <i>Disaida Hernandez</i> | 8117 State St               | (323) 606-2779                   |
| <del>Enseba Morales</del><br>Enseba Morales           | <i>Enseba Morales</i>    | 1031 Kenosha Ave            | (323) 907-6340                   |
| Nancy Gutierrez                                       | <i>Nancy Gutierrez</i>   | 2001 Evergreen Ave          | (672) 503-2100                   |
| Mar Flores  | <i>Mar Flores</i>        | 3111 State St               | (323) 563-6578                   |
| Claudia Sandobell                                     | <i>Claudia Sandobell</i> | 8401 State St               | (323) 569 9630                   |
| Maria Silva   | <i>Maria Silva</i>       | 8401 State St               | (303) 567-1461                   |
| Antonela Benz   | <i>Antonela Benz</i>     | 8417 State St               | 323 702 0718                     |
| Yadira Chirara  | <i>Yadira Chirara</i>    | 8401 Madison Ave            | (323) 448 8800                   |
| Maria Gonzalez  | <i>Maria Gonzalez</i>    | 8401 State Ave              | 323 587 9081                     |
| Lazaro Rodriguez                                      | <i>Lazaro Rodriguez</i>  | 8401 State Ave              |                                  |
| Armidia Perez   | <i>Armidia Perez</i>     | 9401 Alexander Ave #C       | 909-489-2026                     |
| Senorina Perez  | <i>Senorina Perez</i>    | 9401 Alexander Ave #C       | 909-429-2026                     |
| Justin Van Echten                                     | <i>Justin Van Echten</i> | 9401 Alexander Ave #B       | 909 489-2026                     |
| Aina Alonso   | <i>Aina Alonso</i>       | 9401 Madison Ave South side | 923 566 1900                     |
| Maria Velazquez                                       | <i>Maria Velazquez</i>   |                             |                                  |

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|---|--------------------|----------------------|----------------------------------|
| Robert + Nancy  | [Signature]        | 3147 Liberty         | (323) 523 1546                   |
| Jerry S   | [Signature]        | 3147 Liberty         | (323) 523 1546                   |
| Leticia Dominguez                                     | [Signature]        | 3147 Liberty         | (323) 557-6120                   |
| Jenny Reyes   | [Signature]        | 8147 Alhambra        | (323) 906-7393                   |
| Damian Carrillo                                       | [Signature]        | 8147 Madison Ave.    |                                  |
| Maria Carrillo  | [Signature]        | 8147 Madison Ave.    |                                  |
| Jose A Benitez  | [Signature]        | 8147 Madison Ave.    | (323) 563-8131                   |
| Laura Hernandez                                       | [Signature]        | 8147 Madison Ave.    | (323) 589-3079                   |
| RAMIREZ ANA   | [Signature]        | 8147 MADISON AVE #   | 323-564-8863                     |
| Maria Mora  | [Signature]        | 8147 Madison AV.     | 323-567-9590                     |
| Jose Mora   | [Signature]        | 8147 Madison AV      | 323-567-9590                     |
| Guadalupe Contreras                                   | [Signature]        | 8147 Madison av      | (323) 249-6246                   |
| Jocelyn Martinez                                      | [Signature]        | 8147 Madison Ave HA  | (323) 569 3139                   |
| Oscar Ortiz   | [Signature]        | 8147 Madison Ave     | (323) 967 1679                   |
| Ana Gutierrez   | [Signature]        | 8147 Madison Ave.    | 323/326-4906                     |
| Blanca R.   | [Signature]        | 8147 Madison Ave     |                                  |

# Aspire Public Schools

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| Parent/Guardian's name<br>Nombre de padres/guardianes | Signature<br>Firma | Address<br>Dirección      | Tel Number<br>Número de Teléfono |
|---|--------------------|---------------------------|----------------------------------|
| José Angel  |                    | Madison Al South Gate CA  | 388-2007                         |
| Lilia Figueroa  |                    | Madison Al South Gate Ca. | 388-7391                         |
| Adrian P. Hagan                                       |                    | Madison Al South Gate (A) | 323) 753-2510                    |
| Mathana   |                    | 8450 Madison South Gate   | 323) 563-6778                    |
| Mateo Barrera   |                    | 8450 Madison South Gate   | 523 564-74-35                    |
| Nicol Sevilla   |                    | 3111 Post St South Gate   | 323) 220-7930                    |
| Carla Albullos  |                    | 3111 Post St S. G.        | 323) 381-6863                    |
| Angelica Marcano                                      |                    | 3111 Post St S. G.        | 323) 742-8244                    |
| Nestor Lemus  |                    | 3111 1/2 Post St S. G.    | 323) 742-8349                    |
| MARIV Briceno   |                    | 3111 Post St Apt. A S. G. | 323) 334-7070                    |
| Rosa Lando  |                    | 8450 Madison South Gate   | 323 566-4023                     |
| Eresa Rodriguez                                       |                    | 3111 1/2 Post St S. G.    | 323) 263-1506                    |
| Cesle Alvarado  |                    | 8450 Madison South Gate   | 323) 567-13-68                   |
| Rosa  |                    | 3111 1/2 Post St S. G.    | 323) 300-8906                    |
| DENISE ANGLICANO                                      |                    | 3111 1/2 Post St S. G.    | 323) 506-1590                    |
| Angela Nuñez  |                    | 3111 1/2 Post St S. G.    | 323) 788-0961                    |

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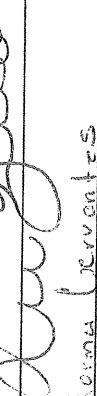



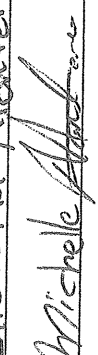






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| Parent/Guardian's name<br>Nombre de padres/guardianes | Signature<br>Firma  | Address<br>Dirección                       | Tel Number<br>Número de Teléfono |
|---|---|--|----------------------------------|
| Paul Rodriguez  |  | 8127 South Gate Ave<br>South Gate CA 90280 | ---                              |
| Norma Aguilar   |  | 8127 South Gate Ave<br>South Gate CA 90280 | ---                              |
| Orlando Lopez   |  | 3163 Santa Ana Ave.                        | 323) 566-4220                    |
| Jose Luna   |  | 3163 Santa Ana Ave                         | 323) 566-1545                    |
| Gilberto Herrera                                      | Gilberto H.   | 3163 Santa Ana Ave                         | 323) 566-4673                    |
| Eliseo Linares  | Eliseo Linares  | 3172 Santa Ana Ave.                        | 323) 569-1528                    |
| Emely Gonzalez  |   | 3168 Santa Ana Ave                         | 323) 566-4953                    |
| Helen Perez   | Helen Pérez   | 3166 Santa Ana Ave                         | 323) 568-1826                    |
| Diana Narváez   |   | 3175 Santa Ave.                            | 323) 566-8482                    |
| Eva Hernandez   | EVA HERNANDES   | 8103 Madison Ave                           | 323) 567-2494                    |
| Francisco Chavez                                      | FRANCISCO   | 8106 Madison Ave                           | 323) 566-3513                    |
| Angelina Dominguez                                    | Angelina  | 3200 Santa Ana Ave.                        | 323) 566-3374                    |
| Lili Dorantes   | Lili Dorantes   | 8108 Madison Ave.                          | 323) 388-1412                    |
| Gaby Ramirez  | Gaby Ramirez  | 8101 Madison Ave.                          | 323) 566-1272                    |
| Nicolas Bravo   | N. BRAVO  | 8128 South Gate Ave                        | 323) 566-5091                    |
| Quintin Martinez                                      | Quintin M.  | 3187 Santa Ana Ave.                        | 323) 566-3162                    |

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|---|---|-------------------------|----------------------------------|
| Maria Cruz  |   | 8169 S. Gate ave S.G    |                                  |
| Santiago Martinez Jr.                                 |    | 8169 1/4 South Gate Ave | (323) 566-5268                   |
| Alvaro Lopez  |    | 8169 1/2 South Gate Ave | (323) 566-3212                   |
| Rosa Muniz  |    | 8171 1/2 South Gate Ave | (323) 566-5072                   |
| Norma Cervantes                                       | Norma Cervantes   | 8120 South Gate Ave     | 562) 739-7012                    |
| Leticia Garcia  |    | 8174 South Gate Ave     | 323) 828-5391                    |
| Margarita Reyes                                       |    | 8155 South Gate Ave     | 323) 566-1312                    |
| Diana Cotino  |    | 8145 South Gate Ave     | 323) 5679180                     |
| Giovana Montero                                       | Giovana Montero   | 8127 South Gate Ave     | 323) 568-8013                    |
| Michelle Montero                                      |   | 8121 South Gate Ave     | 323) 566-5282                    |
| Melisa Cuevas   |  | 3131 Santa Ana Ave      | 323) 565-5583                    |
| Petra Barrera   |  | 3137 1/2 Santa Ana Ave  | 562) 566-3013                    |
| Honorio Hernandez                                     |  | 3133 Santa Ana Ave      | 323) 566-1215                    |
| Candelido Perez                                       |  | 3152 Santa Ana Ave      | 323) 566-1314                    |
| Humberto Buen Eras                                    |  | 3151 Santa Ana Ave      | 323) 566                         |
| Lilia Ramirez   |  | 3157 1/2 Santa Ana Ave  | 323) 566                         |

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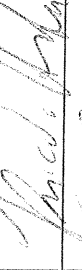






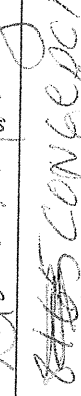

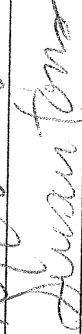
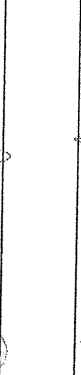



| Parent/Guardian's name<br>Nombre de padres/guardianes | Signature<br>Firma | Address<br>Dirección | Tel Number<br>Número de Teléfono |
|---|--------------------|----------------------|----------------------------------|
| Mona Co.  |                    | 3200 Santa Ana St    | 323 567-01-70                    |
| Eduardo Perez   |                    | 8127 South Gate      | 323 514-29-71                    |
| Rosa Rojas E.   |                    | 8116 South Gate      | 323 580-14-50                    |
| Angelica L.   |                    | 8130 South Gate      | 323 516-17-90                    |
| Teresa Garcia   |                    | 8134 South Gate      | 323 567-11-90                    |
| Ricardo Seballos                                      |                    | 8134 South Gate      | 323 588-52-01                    |
| Lidia Diaz  |                    | 8138 South Gate      | 323 566-17-09                    |
| Adio. Chan.   |                    | 8138 South Gate      | 323 514-12-94                    |
| Rocisio Vazquez                                       |                    | 8138 South Gate      | 323 567-31-40                    |
| Fito Ramos  |                    | 8138 South Gate      |                                  |
| Vanesa Salinas  |                    | 8138 South Gate      | 323 583-85-71                    |
| Paola Medina  |                    | 8138 South Gate      | 323 588-83-09                    |
| Jose Xardo  |                    | 8138 South Gate      | 323 581-70-11                    |
| Miguel Salas  |                    | 8138 South Gate      |                                  |
| Esteban Flores  |                    | 8138 South Gate      | 323 566-90-02                    |



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|---|---|------------------------|----------------------------------|
| Margie Alvarez  |    | 8122 Madison Ave       | 823 357 0112                     |
| Joseph Ramirez  |    | 3711 Post St           | 522 921-9180                     |
| Ricardo Arana   |    | 311 Santa Ana St       | 323 581-1657                     |
| Eric Rundo  |    | San Carlos View        |                                  |
| Rosa M. Rodriguez                                     |    | 3361 Santa Ana St H.P. | 323 582 9501                     |
| Rosa M. Rodriguez                                     |    | 8121 Dearborn Ave SG   | 323 564 0512                     |
| Victor Espinoza                                       |    | 8131 Dearborn Ave SG   | 323 602 6703                     |
| Josue Valdesquez                                      |    | 8131 Dearborn Ave      | 323 249 0844                     |
| Maricela Rivas  |   | 9014 Dearborn Ave      | 323 249 0050                     |
| Mariana Martinez                                      |  | 8161 Dearborn Ave      | 523 357-0334                     |
| CONCEPCION C  |  | 8161 Dearborn Ave      | 323 589-2759                     |
| Maria Ortiz   |  | 8161 Dearborn Ave      | 323-567-7901                     |
| Susan Torres  |  | 8161 Dearborn Ave      | 323-567-7901                     |
| Rosa Carona   |  | 3301 Liberty Blvd      | 523                              |
| Marisol Esparza                                       |  | 3361 Liberty Blvd      | 323 200-1930                     |
| José Castillo   |  | 3171 Post St           | 323 562 5463                     |

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|---|--------------------|------------------------------------|----------------------------------|
| Jose M. Gonzalez                                      | Jose Gonzalez      | 8172 San Gabriel Ave               |                                  |
| Michelle Alcalá                                       | Michelle           | 8172 San Gabriel Ave               |                                  |
| Frene Gonzalez  | Frene Gonzalez     | 8172 1/2 San Gabriel Ave           |                                  |
| Angelina Felix  | Angelina Felix     | 8172 1/2 San Gabriel Ave           |                                  |
| Marcos Acosta   | Marcos Acosta      | 8154 San Gabriel Ave               |                                  |
| Jana Contreras  | Jana               | 8150 1/2 San Gabriel (323) 5450033 |                                  |
| Fidel Mondragon                                       | Fidel              | 8150 San Gabriel (323) 5357123     |                                  |
| Holly Salazar   | Holly Salazar      | 8136 San Gabriel Ave               |                                  |
| Miguel Biedman  | Miguel Biedman     | 8136 San Gabriel Ave               |                                  |
| Diana May   | Diana May          | 8136 San Gabriel Ave               |                                  |
| Antonia White   | Antonia White      | 8136 San Gabriel Ave               | 923                              |
| Carmen U.   | Carmen U.          | 8136 San Gabriel Ave               | 923 76-7268                      |
| Jefe Lopez  | Jefe Lopez         | 8136 San Gabriel Ave               | 923 67-8399                      |
| Betty Lopez   | Betty Lopez        | 8136 San Gabriel Ave               |                                  |
| Rosario Mendez  | Rosario Mendez     | 8136 San Gabriel Ave               |                                  |
| Francisco Ruiz  | Francisco Ruiz     | 8136 San Gabriel Ave               |                                  |



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|---|----------------------|----------------------------------|----------------------------------|
| Margolita González                                    | Margolita González   | 9327 SAN JUAN AVE                | (323) 249-5524                   |
| Norma Mendoza   | Norma Mendoza        | 801 South Gate, Apt 200          | (323) 564-6475                   |
| Maria Mendoza   | Maria Mendoza        | 801 San Gabriel Ave              | (323) 564-6475                   |
| BAIVARENA VALENZUELA                                  | BAIVARENA VALENZUELA | 8611 San Gabriel Ave. South Gate | (323) 249-0514                   |
| Joyce Favela  | Joyce Favela         | 8611 San Carlos Ave              | (323) 334-1605                   |
| Ettel González  | Ettel González       | 8611 San Gabriel Ave             | (323) 638-8890                   |
| Pat Pente   | Pat Pente            | 8611 San Gabriel Ave.            | 323 5694889                      |
| EDILBERTO LOPEZ                                       | Edilberto Lopez      | 8611 SAN GABRIEL AVE             | (323) 564 9557                   |
| Guadalupe Lozada                                      | Guadalupe Lozada     | 8611 San Gabriel Ave             | 323 567-1232                     |
| Josef Luis  | Josef Luis           | 8611 San Gabriel Ave             | (323) 833-9120                   |
| BENAMIN   | Benamin              | 8611 San Gabriel Ave             | 323-567-0945                     |
| Fernando Bernardo                                     | Fernando Bernardo    | 8611 San Gabriel Ave             | (323) 357 1271                   |
| Nelly Robles  | Nelly Robles         | 8611 San Gabriel Ave             | (323) 564-51-61                  |
| Benjamin  | Benjamin             | 8611 San Gabriel Ave             | (323) 564-51-61                  |
| Sana Henry  | Sana Henry           | 8611 San Gabriel Ave             | (323) 239-1828                   |
| Jesús Guillén   | Jesús Guillén        | 8611 San Gabriel Ave             | 323-768-5067                     |

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|---|--------------------|------------------------|----------------------------------|
| Eva Herrera   | Eva Herrera        | 9276 East Central      | (323) 317-0583                   |
| Nelly Quiróz  | Nelly Quiróz       | 8658 SAN MIGUEL AVE    | (213) 359-7110                   |
| Fabiola Gonzalez                                      | Fabiola Gonzalez   | 86716 San Gabriel      | (323) 560-7893                   |
| Anita Mendola   | Anita Mendola      | 84713 San Gabriel ave  | (323) 357-5228                   |
| Clara Dieguez   | Clara Dieguez      | 84713 San Gabriel ave  | (323) 376-4476                   |
| TASHWA DUBAIS   | TASHWA DUBAIS      | 84713 San Antonio      | 23 562-9500                      |
| Ana Rodriguez   | Ana Rodriguez      | 84713 San Gabriel Ave  | (323) 394-4429                   |
| Wendy Ortiz   | Wendy Ortiz        | 84713 WERNER WAY       | (323) 569-3752                   |
| Dora Gonzalez   | Dora Gonzalez      | 84713 Otis St 90180    | (323) 569-1135                   |
| delia Hernandez                                       | delia Hernandez    | 84714 San Gabriel Ave. | (323) 567-6070                   |
| Emilia Lopez  | Emilia Lopez       | 84714 San Gabriel Ave  | (323) 566-6471                   |
| Norma Piedra  | Norma Piedra       | 84714 San Gabriel Ave  | (323) 249-4065                   |
| Alejandra   | Alejandra          | 84714 San Gabriel      | (323) 641-3263                   |
| Julio Hernandez                                       | Julio Hernandez    | 84714 San Gabriel      | (213) 344-7089                   |
| Vilma Contreras                                       | Vilma Contreras    | 84714 San Gabriel      | (323) 249-9661                   |
| Guillermo Lopez                                       | Guillermo Lopez    | 84714 San Gabriel      | (323) 496-1491                   |

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|---|-------------------------|---|----------------------------------|
| Amber Luis  | <i>Amber Luis</i>       | 8109 San Gabriel Ave.<br>South Gate CA. 90280 |                                  |
| Maria Mejia   | <i>Maria Mejia</i>      | 8425 San Gabriel Ave                          | (323) 564-1674                   |
| Blanca Uribe  | <i>Blanca Uribe</i>     | 8410 San Gabriel Ave                          | (323) 564-2820                   |
| Blanca Mendoza  | <i>Blanca Mendoza</i>   | 3724 San Gabriel                              |                                  |
| Rosio Alvarez   | <i>Rosio Alvarez</i>    | 8786 San Gabriel Ave                          |                                  |
| Blanca Sanchez  | <i>Blanca Sanchez</i>   | 3727 Liberty Blvd                             | (323) 213-8491                   |
| Joe Ferris  | <i>Joe Ferris</i>       | San Gabriel                                   | (323) 564-0724                   |
| Marco Herrera   | <i>Marco Herrera</i>    | 3100 San Gabriel Ave                          | (323) 564-1362                   |
| Pedraza Dolores                                       | <i>Pedraza Dolores</i>  | 810 San Gabriel Ave<br>South Gate             | (323) 564-4058                   |
| Jesse J. Garcia                                       | <i>Jesse J. Garcia</i>  | 2051 San Gabriel Ave S.G.                     |                                  |
| Mario Sanchez   | <i>Mario Sanchez</i>    | 8140 San Gabriel Ave S.G.                     |                                  |
| Cynthia Mendez  | <i>Cynthia Mendez</i>   | 8100 San Gabriel Ave                          | (323) 564-3747                   |
| Martha Castillo                                       | <i>Martha Castillo</i>  | 8100 San Gabriel Ave                          | (323) 564-3747                   |
| Joseh. Arauso.  | <i>Joseh. Arauso.</i>   | 3726 Santa Ana St.                            | (323) 219-0976                   |
| Aurestea Arauso                                       | <i>Aurestea Arauso.</i> | 3726 Santa Ana St                             | (323) 610-2787                   |
| Claudia Ortiz   | <i>Claudia Ortiz</i>    | 8177 San Gabriel Ave S.G.                     |                                  |

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Tel: 011-2610 9600

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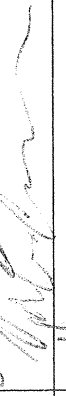








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|---|--------------------|------------------------------|----------------------------------|
| Sonia S.  | [Signature]        | 9331 Holliston Ave           | 323 944-6094                     |
|   | David Solis        | 9637 SAN MIGUEL AVE          | (323) 569 7550                   |
|   | Ignacio Brater     | 9625 San Miguel Ave SE 90250 | 323-569-3540                     |
| Juan Casillas   | [Signature]        | 9623 San Miguel Ave          | (323) 569 5769                   |
| Juan Contreras  | [Signature]        | 9609 San Miguel Av. #A1      | 323 864-0296                     |
| Juan Salazar  | [Signature]        | 9505 San Miguel              | 323 5094904                      |
| Lamette Velazquez                                     | [Signature]        | 9504 San Miguel Ave          | 323 566 5729                     |
| Cynthia Alvarez                                       | [Signature]        | 9109 Hunt Ave                | (323) 561-4550                   |
| Diana Lopez   | [Signature]        | 9637 Hunt Ave                | (323) 566-4684                   |
| Abaynola Yang   | [Signature]        | 9537 Hunt Ave                | 323 564-7129                     |
| [Signature]   | [Signature]        | 9513 Hunt Ave                | (323) 493-1267                   |
| Victor's AIRANA                                       | [Signature]        | 9305 Hunt Ave                | (323) 567-7500                   |
| Ignacio Jarama  | [Signature]        | 9211 Hunt ave.               |                                  |
| Isabel Diaz   | [Signature]        | 874 Hunt ave                 | (323) 561-4026                   |
| Leonidas Navarro                                      | [Signature]        | 844 Hunt ave                 | (323) 574 7677                   |
| GLICIA CARRERO  | [Signature]        | 7 Hunt AV                    | 323-566-2597                     |



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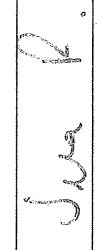


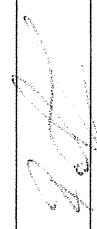
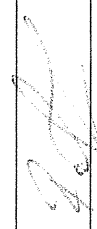




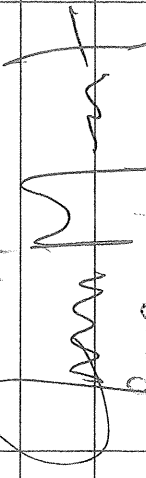

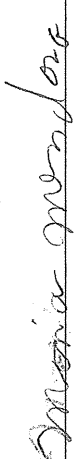
| Parent/Guardian's name<br>Nombre de padres/guardianes | Signature<br>Firma  | Address<br>Dirección  | Tel Number<br>Número de Teléfono |
|---|---|-----------------------|----------------------------------|
| Bery Padilla  |    | 1000 Dorothy Ave      | 313) 564-0470                    |
| Cesar Cisneros  |    | 1000 Dorothy Ave, San | 323) 327-1978                    |
| Victor Cisneros                                       |    | 1000 Dorothy Ave      | (323) 274-434-7788               |
| Hugo Castellano                                       |    | 1000 Dorothy Ave      | 323-248-5662 ✓                   |
| Nazma Dorote  |   | 1000 Dorothy Ave      | 323-564-3331 ✓                   |
| Toana Ramirez   |    | (323) 563-55-49       | 10222. ✓                         |
| Kevin Guevara   |    | 1000 Dorothy Ave      | (323) 715-7813                   |
| christian Romero                                      |    |                       | cell. 310) 823-8415              |
| Rosa Mune   |   | South Gate            | 323) 585-1152                    |
| S.R. JUARES   | —   | —                     | 323) 588-0801                    |
| Irvin Soriano   |  | South Gate            | 702) 426-3239 cell               |
| Espenador Louma                                       |  | South Gate            | 323) 331-9629                    |
| Agustin Guara   |  | South Gate            | 323) 573-0141                    |
| ABEL URZUA  | —   | SOUTH GATE            | 213) 217-0891                    |
| Amorito R.  | —   | South gate            | 323) 589-7046                    |

# Aspire Public Schools

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(10)

| Parent/Guardian's name<br>Nombre de padres/guardianes | Signature<br>Firma  | Address<br>Dirección                       | Tel Number<br>Número de Teléfono |
|---|---|--|----------------------------------|
| JORGE FLORES  |    | 10713 BARLOW AV.                           | 323 5579873                      |
| TANIA MARTINEZ  |     | 2840 Archmore Ave                          | 323-564-0337                     |
| Elena Pallas  |    | 5830 Panchetown Ave<br>South Gate CA 90280 | (310) 6390349                    |
| Maria Duñez   |    | 991 ANNUNCIATE AVE<br>SOUTH GATE           | (323) 5641902                    |
| Juan Romero   |    | 3011 San Vicente                           | (723) 565-1872                   |
| Juan Macias   |    | 11605 Gindbergh Blvd.                      | (310) 901 4847                   |
| MARTHA ACUNA  |    | 4353 E 52nd ST MAYWOOD                     | (323) 560-7867                   |
| PARCEL Lopez  |    | 1130 S. SPRUCE ST. PONTIAC                 | (228) 728-1209                   |
| Maria Lopez   |   | "  | "                                |
| Maria V Lopez   |  | "  | "                                |
| Maria de L. Lopez                                     |  | "  | "                                |
| Luisa Zola  |  | "  | "                                |
| Jocelyn Medina  |  | 6636 Mackinaw Ave                          | (323) 4630000                    |
| Rosa Santana  |  | 867 IVY ST.                                |                                  |
| Maria mendora   |  | South Gate CA                              | 323 8548972                      |

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[illegible]



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|---|--------------------|------------------------------------|----------------------------------|
| Karla Ornelas   | Karla Ornelas      | 10432 San Miguel Ave               | 323 385-2078                     |
| Sofia Mendoza   | Sofia Mendoza      | 9417 Victoria Ave                  | 323) 3499876                     |
| Elena Rosales   | Elena R.           | 3050 Admore Ave.                   | 323) 357-1364                    |
| Farique Valencio                                      | Farique Valencio   | 10607 Virginia Ave                 | 323 2020426                      |
| Alma Romero   | Alma Romero        | 3800 Duane Way                     | 323 564-2717                     |
| Vigilva Mendez  | Vigilva Mendez     | South Gate                         |                                  |
| Horacio Martinez                                      | Horacio Martinez   | 14322 San Gabriel av.              | 323 249-6669                     |
| Vigilva Cortez  | Vigilva Cortez     | South Gate                         | 323) 5632813                     |
| Elizabeth Lara  | Elizabeth Lara     | 3113 century Blvd. South Gate      | (323) 819-9573                   |
| Manuel Perez  | Manuel Perez       | 3113 century Blvd south gate       | (323) 817-8061                   |
| Pascual H.  | Pascual H.         | 3113 <del>century</del> south gate | 323 587-0743                     |
|   |                    |                                    |                                  |
|   |                    |                                    |                                  |
|   |                    |                                    |                                  |
|   |                    |                                    |                                  |
|   |                    |                                    |                                  |

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[illegible]

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|---|----------------------------|--------------------------------------|----------------------------------|
| Guadalupe Amazea                                      | Guadalupe Amazea           | 1000 Rosewood Ave. S.G.              | (323) 564 6014                   |
| Olimpia Ramirez                                       | Olimpia Ramirez            | 10111 Washington S.G.                | (323) 589-6330                   |
| Priscila Howles                                       | Priscila Howles            | 10101 Jackson Av.                    |                                  |
| Leonor Lopez  | Leonor Lopez               |                                      |                                  |
| Monica Korta  | Monica Korta               | 10906 Jackson Ave.                   |                                  |
| Hector Ayague   | Hector Ayague              | 5204 Redburn Ave Apt #15             |                                  |
| José Camillo  | José Camillo               |                                      |                                  |
| Mario Cervantes                                       | Mario Cervantes            |                                      |                                  |
| Barthia Hueland                                       | <del>Barthia Hueland</del> | 3115 Seminole Ave So. Gate           |                                  |
| Minerva Jimenez                                       | Minerva Jimenez            | 19101 ANNETTA AVE                    |                                  |
| Ibel Flores   | Ibel Flores                |                                      |                                  |
| Jessica Salas   | Jessica Salas              |                                      | 310 6008861                      |
| Pedro Ramirez   | Pedro Ramirez              |                                      |                                  |
| ANA MARIE Mejia                                       | Ana Maria Mejia            |                                      |                                  |
| LELÍCIA CUNHA   | LELÍCIA CUNHA              |                                      |                                  |
| Elodis Bueno  | Elodis Bueno               | 10105 RAFFAN Ave South Gate CA 90280 | 323-563-2689                     |

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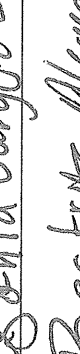





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|---|--------------------|--------------------------------------|----------------------------------|
| Maria Glez.   | Maria Gonzalez     | 10170 Atlantic Ave. Apt C            | 323) 569-2554                    |
| juan Touza  | juan Touza         | 10101 San Miguel Ave.                | (323) 501-6083                   |
| Juan Cortez   | Juan Cortez        | 9707 San Luis Ave #1                 | (323) 567-9757                   |
| Susana Sierra   | Susana Sierra      | 9216 San Luis Ave                    | (323) 243-2125                   |
| Eugenia Carrillo                                      | Eugenia Carrillo   | 9207 San Luis Ave                    | (323) 567-9757                   |
| Maria Sanchez   | Maria Sanchez      | 3184 Euclid Av. Lynwood              | (310) 639 0312                   |
| Mariq C. Hernandez                                    | Mariq C.H.         |                                      | (310) 537-1908                   |
| Emma Landeros   | Emma Landeros      | 10100 Orange Ave                     | 323 - 806-1080                   |
| Rosa Alcalay  | Rosa Alcalay       | 5214 pendleton Ave. #10              | (323) 424-1100                   |
| Pat Lomiento  | Pat Lomiento       | 117611 Gravenale Dr. L.M.            | 562 9029326                      |
| Florentino Lopez                                      | Florentino Lopez   | 9512 SAN VINCENTE AVE. #B<br>Lynwood | (323) 564 1902                   |
| Carlos Macias   | Carlos Macias      | 3231 Flower St #D                    | 310 608 1751                     |
| Lorenza Pascual                                       | Lorenza Pascual    | 10112 H Wainwright Ave               |                                  |
| Hilda Perales   | Hilda Perales      | 1030E Orange Ave                     | 323) 569-0668                    |
| Catalina Santis                                       | Catalina Santis    | 5105 Tenaya #A                       | 323) 567-7416                    |
| Ramon Farra   | Ramon Farra        | 5105 Tenaya #A                       | 323) 567-7416                    |

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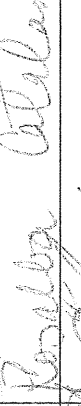












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|---|---|---|---|
| Marta E. Simental                                     |    | 91621 San Carlos Ave<br>South Gate, CA 90280  | 323-4859<br><del>323-4859</del><br><del>(323)</del> |
| Vanessa Savabik                                       |    | 10321 S. Atlantic Ave<br>South Gate, CA 90280 | 323-0461  |
| Ana Servin  |    | 6611 Corona ave                               | (323) 385-9570                                      |
| Miriam P. Hernandez                                   |    | 2039 Down Ave.<br>South Gate Ca 90280         | (323) 564-5501                                      |
| Marika Barrera  |    | 4046 Mignon av. S. gate ca 90280              | 323-5712566   |
| Roberto Vuyiz   |    |   | 323-563 8716  |
| Erica Torres  |    | 10521 San Miguel av                           | 323-921/5-37  |
| Mona Garcia   |    | 3130- Mission<br>Alhambra N.C                 | 323 5671516   |
| Artemio Mendez  |   | 3134 Alhambra N.C                             | 818 6126441   |
| Maricruz Méndez                                       |  | 9412 Madison Av.                              | (323) 743 7158                                      |
| Sonia Varguez   |  | 9205 Elizabeth av.                            | 323) 249-5512                                       |
| Beatriz Alvarado                                      |  | 9514 California ave APT E                     | 323 566-9018  |
| Lopez Gloria  |  | 1003 San Juan Ave South Gate                  | 323/564-5368  |
| Glady's Valenzuela                                    |  | 1043 San Antonio Ave St                       | (323) 564-8370                                      |
| Iran S. Pantari                                       |  | 8910 WY CT 66                                 | 923) 5660735  |
| Norma Samaniego                                       |  | 10551 Hunt Ave S.G                            | 323) 249-5425                                       |



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|---|---|--------------------------------------|----------------------------------|
| JUAN RIVARA   |    | ANNETTA AVE                          | 323-569-5902                     |
| ANEL-DEA ROSA   |    | ANNETTA AVE                          | 323-357-1506                     |
| Ernesto Rude  |    | 8th Street Ave                       | (323) 566-5266                   |
| Rosalba Catalan                                       |    | ANNETTA AVE                          | (323) 576-0032                   |
| Maria Gutierrez                                       |    | ANNETTA AVE                          | (323) 566-0322                   |
| Teresa Traver   |    | ANNETTA AVE                          | 323-249-8325                     |
| Rosalina Torres                                       |    | ANNETTA AVE                          | 323-569-0663                     |
| RIGOBERTO GONZALEZ                                    |    | 4125 TUNNEY BL. SOUTH GATE           | 323-595-8636                     |
| Ana Gracias   |   | 8000 May 27th St. South Gate         | (323) 563-6882                   |
| Luan Martin Gonzalez                                  |  | 5204 Pendleton Ave. N. S. South Gate | (323) 563-6882                   |
| Alexina Munoz   |  | 3141 Sun Lane #D South Gate          | 323-977-5310                     |
| Lis Maresquin   |  | 3141 Sun Lane #D South Gate          | 323-977-5310                     |
| Daren Zúñiga  |  | 3141 Sun Lane #D South Gate          | 323-977-5310                     |
| Julia   |  | 3141 Sun Lane #D South Gate          | 323-977-5310                     |
| Maria Rude  |  | 3141 Sun Lane #D South Gate          | 323-977-5310                     |
| hilda Gutierrez                                       |  | 3141 Sun Lane #D South Gate          | 323-977-5310                     |

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|---|--------------------|-----------------------------|----------------------------------|
| Daisy Zarate  | Daisy Zarate       | 923 Dorothy Ave<br>CA 90230 | (323) 664-7985                   |
| Gilbert Ramelo  | Gilbert Ramelo     | 9600 Boyson sq              | (323) 449-7888                   |
| Snava Gomez   | Snava Gomez        | 9701 Dorothy Ave            | (323) 564-1244                   |
| Olivia Figueroa                                       | Olivia Figueroa    | 9228 Dorothy Sq             | 323 523-3820                     |
| Alfonso Figueroa                                      | Alfonso Figueroa   | 9228 Dorothy Sq             | 523-7520                         |
| Alejandra Perez                                       | Alejandra Perez    | 9228 Dorothy Ave            | (562) 4236718                    |
| Luis Ramos  | Luis Ramos         | 7400 Buena Park             | (714) 598-6294                   |
| Martha Leon   | Martha Leon        | 9633 Twadys Blvd S. Gate    | 323 2440476                      |
| Carey Partillo  | Carey Partillo     | 4623 Dorothy Ave            | (323) 249-0626                   |
| Sandra Hernandez                                      | Sandra Hernandez   | 9514 Annette South Gate     | 323 5286937                      |
| Jose De la Rosa                                       | Jose De la Rosa    | 9700 Annette S. Gate        | (323) 369-7333                   |
| Alfonso Ramirez                                       | Alfonso Ramirez    | 8551 Dudley Ave             | (323) 566-5211                   |
| George Ramirez  | George Ramirez     | 9707 Annette Ave            | 323 566-0032                     |
| Ed. Ramirez   | Ed. Ramirez        | 9707 Annette Ave            | (323) 564-8386                   |
| Brenda I Ramirez                                      | Brenda Ramirez     | 9707 Annette Ave            | (323) 564-8003                   |
| Ofelia Sifuentes                                      | Ofelia Sifuentes   | 9707 Annette Ave            | (323) 566-0420                   |

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|---|-------------------------|----------------------|----------------------------------|
| Maria Inzunza   | Maria Inzunza           | 4405 Bryson Ave      | 323) 392-3034                    |
| Karin DeLeon  | <del>Karin DeLeon</del> | Bryson St. Suite 14  | 323) 898-4740                    |
| Ana E. Gallardo                                       | Ana E. Gallardo         | 1341 E. 83rd St      | 323) 292-0331                    |
| Maria Madrigal  | Maria Madrigal          | 9731 Bryson Ave      | (323) 569-1030                   |
| Josée Sireo   | J. Sireo                | 9034 Hunt Av. #120   | (323) 421-3563                   |
| Josana Rosales  | Josana Rosales          | 9135 Triba Av. SE    | 313) 569 4948                    |
| Sara Calvillo   | Sara Calvillo           | 9733 Triba Ave SE    | (323) 569 4948                   |
| Maria Romo  | <del>Maria Romo</del>   | 10410 Kauffman Ave   | 323-569-1920                     |
| Aida Nunez  | Aida Nunez              | 4606 Hunt Ave #120   | 323) 812-0941                    |
| Gerardo Rangel  | Gerardo Rangel          | 9006 Hunt Ave #120   | 323) 812-0940                    |
| Maria Hernandez                                       | Maria Hernandez         | 10417 Hunt Ave #120  | 323) 945-4197                    |
| Dimita Porra  | Dimita Porra            | 9705 Hunt Ave #120   | 323-566-4690                     |
| Ruben P Colman  | Ruben P Colman          | 9706 Hunt Ave #120   | 323-566-4690                     |
| Beatriz Tapia   | Beatriz Tapia           | 9706 Hunt Ave #120   | 323) 563-8345                    |
| Aminda Marquez  | Aminda Marquez          | 9706 Hunt Ave #120   | (323) 249 8152                   |
| José Zarate   | José Zarate             | 9706 Hunt Ave #120   | 323) 563 4985                    |



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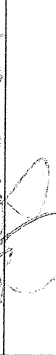



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|---|--------------------|----------------------|----------------------------------|
| Christa Albrecht                                      | C. Albrecht        | 9727 Vandenberg St.  | 323-566-2883                     |
| Maria Magdalena                                       | Maria              | 4014 Park St         | (323) 566-0288                   |
| GRACIELA SANCHEZ                                      | Dorothy Sanchez    | 4014 Park St         | 323-566-9664                     |
| Ady Hargrave  | Ady Hargrave       | 4014 Park St         | 323-566-9664                     |
| Araceli Aguilar                                       | Araceli Aguilar    | 4014 Park St         | 323-566-9664                     |
| Isabel Aguilar  | Isabel Aguilar     | 4014 Park St         | 323-566-9664                     |
| Pascual Cervera                                       | Pascual Cervera    | 4014 Park St         | 323-566-9664                     |
| JOSE MARTINEZ   | JOSE MARTINEZ      | 4014 Park St         | 323-566-9664                     |
| Isabel  | Isabel             | 4014 Park St         | 323-566-9664                     |
| JOSE FRANCISCO  | JOSE FRANCISCO     | 4014 Park St         | 323-566-9664                     |
| Lupabancos  | Lupabancos         | 4014 Park St         | 323-566-9664                     |
| Alberta Franco  | Alberta Franco     | 4014 Park St         | 323-566-9664                     |
| Concepcion Arila                                      | Concepcion Arila   | 4014 Park St         | 323-566-9664                     |
| Maria Castro  | Maria Castro       | 4014 Park St         | 323-566-9664                     |
| Ernesto Perera  | Ernesto Perera     | 4014 Park St         | 323-566-9664                     |

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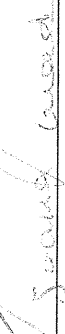

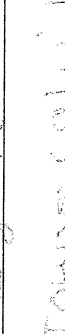






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|---|---|--------------------------|----------------------------------|
| Silvia Bravara  |    | 9701 14th Ave South Gate | 323 566-2470                     |
| Larry Morales   |    | 9701 14th Ave South Gate | 323 567-5988                     |
| Lorena Morales  |    | 9701 14th Ave South Gate | 323 567-5988                     |
| Leticia Zarate  |    | 9701 14th Ave South Gate | 323 567-5988                     |
| Rene Caballero  |    | 9701 14th Ave South Gate | 323 567-5988                     |
| Rene Caballero  |    | 9701 14th Ave South Gate | 323 567-5988                     |
| Yara Amos   |    | 9701 14th Ave South Gate | 323 567-5988                     |
| Lorena Torres   |    | 9701 14th Ave South Gate | 323 567-5988                     |
| Rene Caballero  |    | 9701 14th Ave South Gate | 323 567-5988                     |
| Elizabeth Lopez                                       |   | 9701 14th Ave South Gate | 323 567-5988                     |
| Alfonso Figueroa                                      |  | 9701 14th Ave South Gate | 323 567-5988                     |
| Esperanza Montano                                     |  | 9701 14th Ave South Gate | 323 567-5988                     |
| Lorena Casillas                                       |  | 9701 14th Ave South Gate | 323 567-5988                     |
| Roselia Amos  |  | 9701 14th Ave South Gate | 323 567-5988                     |
| Lizeth Cortes   |  | 9701 14th Ave South Gate | 323 567-5988                     |
| Jacqueline Cortes                                     |  | 9701 14th Ave South Gate | 323 567-5988                     |

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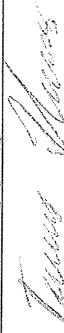

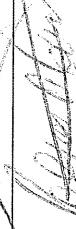







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|---|---|----------------------|----------------------------------|
| JESUS CARRILLO  |    | 91 Bryson Ave        | (323) 923-7343                   |
| Leshy Ruiz  |    | 9080 Bryson Ave      | 323-567-2701                     |
| Luz Arner   |    | 9100 Bryson Ave      | 323 2390243                      |
| Jaqueline Alvarez                                     |    | 11800 Bryson Ave     | (323) 2390243                    |
| Bryan Folgar  |    | 111 Bryson Ave       | (323) 773-5075                   |
| José Madrigal   |    | 111 Bryson Ave       | (323) 649-1032                   |
| Joana Madrigal  |    | 111 Bryson Ave       |                                  |
| Teresa Moreno   |    | 8400 Greenwood Ave   | (323) 5695903                    |
| Tomas Carrillo  |    | 9777 Bryson Ave      | (323) 569-4473                   |
| Juan Pablo Perez                                      |   | 141 Rossmore Rd SPT5 | 310 220 9183                     |
| Rosario Rivas   |  | 109 Eastman Ave      | (323) 569-1820                   |
| Luz Santana   |  | 8400 Greenwood       | (323) 212-8975                   |
| Margarita Rivas                                       |  | 9601 Hunt Ave        | (323) 566-0784                   |
| Tanaka Hernandez                                      |  | 1011 Hunt Ave        | (323) 707 2412                   |
| Robert Ponce  |  | 921 Hunt Ave         | (323) 564-1021                   |
| Mia Rivas   |  | 921 Hunt Ave         | " "                              |

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|---|---|--|----------------------------------|
| Ruth Vasquez  |    | 7125 S. 10th Ave. #102                 | 323-569-4218                     |
| Rocio Rodriguez                                       |    | 9800 San Antonio Ave                   | 323-5989729                      |
| Faviola Calderon                                      |    | 12004 14th St.                         | 323) 7712-6364                   |
| Medardo Hernandez                                     |    | 11100 Alameda South Gate<br>Alameda to | 623) 3601876                     |
| Roberto Salguero                                      |    | 6177 Main St                           | (323) 6099030                    |
| Hector Beval  |    | 8498 MCNERNEY 90280                    | (323) 602-7815                   |
| Teresa Hernandez                                      |    | 12800 Alameda Ave S.G. CA 90280        | (323) 569-5043                   |
| JOSE L MARTINEZ                                       |    | 10100 RICHMOND AVE S.G. CA             | 323 3516070                      |
| CESAR TORRES  |   | 30100 MASSAVERD AVE S.G. CA 90280      | 323 5298948                      |
| GRACIELA TORRES                                       |  | 30100 MASSAVERD AVE S.G. CA 90280      | 323 5298948                      |
| Wendy Trejo   |  | 8498 Mc Nerney Ave S.G. CA 90280       | (323) 6003-3167                  |
| MARIA CHAN  |  | 10100 Alameda Ave S.G. CA 90280        | (323) 493-3338                   |
| PEDRO CAZO  |  | 10100 Alameda Ave S.G. CA 90280        | (323) 563-9788                   |
| MARIA ROSA  |  | 10100 Alameda Ave S.G. CA 90280        | 323 5144778                      |
| GENARDO BLANCO  |  | 10100 Alameda Ave S.G. CA 90280        | 323) 200-2837                    |
| YETTE DOMINGUEZ                                       |  | 10100 Alameda Ave S.G. CA 90280        | (323) 603-7445                   |

# Aspire Public Schools

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|---|---------------------|--------------------------|----------------------------------|
| Enriqueta Ramirez                                     |                     | 893 SAN LOIS             | 249-8687                         |
| Luz veir  | Roz Velis           | 7616 SAN GABRIEL AV      | (323) 249 9391                   |
| Maria Soto  |                     | 9409 1/2 San Gabriel Ave | (323) 249.0675                   |
| GISELE BUSTOS   | Isabella Bustos     | 8722 SOUTHGATE AVE       | (521) 864-3800                   |
| JULIET RUANO  | Justo Ruano         | 972 SAN GABRIEL AVE      | (323) 830 4611                   |
| Dulce Anguiano  | Dulce               | 9409 San Gabriel Ave.    | 323 908-8063                     |
| Rosalina Camba  | Rosalina Camba      | 10438 California Ave.    | (323) 249-0111                   |
| Maritza Quintanilla                                   | Maritza Quintanilla | 9844 VIRGINIA AV         | (323) 828-2286                   |
| AIDE DE DIOS  | Aide Q. D.D.        | 28141 Alhambra Ave       | 323 378-2790                     |
| Paz Contreras   | Paz Contreras       | 10100 Elizabeth Ave.     | 323 249 5629                     |
| Karen Delorge   |                     | 9412 San Juan            | 537-2437                         |
| Marcela Chacot  |                     | 10311 McHenry AV         | 323 567 2428                     |
| Maximo cen  |                     | 3279 SEQUIA DR           | 323-830 6229                     |
| Clardia Cortez  | Clardia Cortez      | 18914 Virginia AVE.      | 310) 608-0048                    |
| Nana Nanyal   | Mami Nanyal         | 3719 Tweedy BLVD         | 323) 569 6149                    |
| Olivia Palacios                                       | Olivia Palacios     | 2716 Indiana ave         | 323-388-72-68                    |



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|---|--------------------|-------------------------------------|----------------------------------|
| Berki Cumerma   |                    | 3700 South Ave                      | (323) 940-4495                   |
| Paula Doran   |                    | 8904 Elizabeth.                     | (323) 583 6710                   |
| Gabriela Guerrero                                     |                    | 8905 San Juan                       | (323) 229-4907                   |
| Maia Lagunas  |                    | 3132 Indiana av                     | (323) 569-1349                   |
| Mayra Gonzalez  |                    | 16911 Standard Ave.                 | (310) 848-0272                   |
| Juan Ospina   |                    | 2619 134 st Alameda                 | 310 548 2002                     |
| Maria Peralta   |                    | 9331 California Ave. S. Gate        | (323) 563 -7030                  |
| Mayra Gonzalez  |                    | 8160 Madison Av                     | 323 563 6496                     |
| Gessica Ballenters                                    |                    | 9707 San Antonio                    | (323) 602-9640                   |
| Isabella Singer                                       |                    | 9714 Virginia Ave                   | (323) 567-4137                   |
| Maisha Jensen   |                    | 10306 statst #A                     | 323 768 3758                     |
| Javier Villalobos                                     |                    | 10306 Stat #A                       | 323 768 3758                     |
| Carlos Lozquez  |                    | 9628 San Antonio Av                 | 323 899 6502                     |
| Claudia Jimenez                                       |                    | 9600 San Antonio Av #A              | 323 319 7131                     |
| Carmen Jimenez  |                    | 9600 San Antonio Av #A              | 323 319-71-31                    |
| Beatriz Ornelas                                       |                    | 10432 San Miguel Ave.<br>South Gate | (323) 327-7448                   |

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|---|--------------------|--------------------------------------|----------------------------------|
| Magdalena Carrillo                                    | Magdalena Carrillo |                                      |                                  |
| Wendy Fuentes   | Wendy Fuentes      | MORVENY AV.                          | (323) 404-4303                   |
| Dorotea Arcos   |                    |                                      |                                  |
| Wendy Castellanos                                     | Wendy Castellanos  | 9317 Elizabeth Av South Gate         | 323-632-8102                     |
| Vicenta Dionicio                                      | Vicenta Dionicio   | 1241 E 76th Pl apt 4                 | 323 5 83 1296                    |
| IRMA CALIZ  | IRMA CALIZ         | S.E. 70280<br>9623 SAN MIGUEL AVE #C | 323-388-2302                     |
| JOSE H. CALIZ   |                    |                                      | "                                |
| Jose Almaraz  | Jose Almaraz       | 8912 San Miguel                      | 323 212 8182                     |
| ANA PEREZ   |                    | South Gate                           | (323) 95076 99                   |
| Sebastián C-  |                    | South Gate                           | (562) 4507684                    |
| Luis Catalan.   | Luis Catalan       | 9319 Bryson Ave                      | (323) 822-6144                   |
| Patricia Lara   | Patricia Lara      | 10933 Colyer Ave Lynwood CA          | 310) 6080571                     |
| Priscilla Muro  | Priscilla Muro     | 9820 San Gabriel Ave #C              | 310-638-8618                     |
| Jose Loeval   |                    | 7000 State St 14 Pico                | 323-588-3496                     |
| JEANETTE AREVALO                                      | JEANETTE AREVALO   | 7444 State St. H.P. CA               | 323-691-2354                     |
| María Escalante                                       |                    | 897312 San Luis                      | 241 5742                         |

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|---|---|---|----------------------------------|
| Maria Ruiz  |    | 10380 Otis St. SC CA 90280                  | 323 566-4380                     |
| Antonio Botello                                       |    | 944 Jackson SC 90280                        | 323 271-2235                     |
| Maria Ruiz  |    |   |                                  |
| Rail Aguilera   |   | 2500 Ohio Ave S.E. CA 90280                 | 323 (562) 2478                   |
| Blanca Acosta   | Blanca Acosta   | 9817 Elizabeth Ave SC 90280                 |                                  |
| Patricia Velazquez                                    | Patricia Velazquez  | 3301 Roosevelt Ave                          | 323-581-0912                     |
| Keaton Cortez   |    | 2520 Mission St. S. CA 90280                | 323 603 5684                     |
| Cesar Acosta  | Cesar Acosta  | 9817 Elizabeth Ave                          | 323/9447539                      |
| Maria Pelayo  |   | 3617 Michigan Ave South Gate (323) 563 0922 |                                  |
| Jorge Pelayo  |  | 3617 Michigan Ave SC 90280                  | (323) 973 9873                   |
| Josue Urdave  |   | 8600 Garden View (323) 329-9060             |                                  |
| Maria Pelayo  |  | 3617 Michigan Ave South Gate (323) 830-1083 |                                  |
| Maria Navez   | Maria Navez   | 8600 Garden View (323) 249 5581             |                                  |
| Santos Navez  | Santos Navez  | 8600 Garden View (323) 249 5586             |                                  |
| Sara Landey   |  | 8600 Garden View (323) 249 5586             |                                  |
| Adriana Salazar                                       | Adriana Salazar   | 2100 18th St Compton CA 90221               | 510 886 8071                     |



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|---|--------------------|-----------------------------|----------------------------------|
| Maria Carrillo  | Maria C.           | 9505 Victoria Ave S6.       | 323 567 9478                     |
| Maria A. Beltran                                      | Amel Bell          | 10127 San Gabriel Ave Apt 6 | (523) 563-3667                   |
| Gabriela Herrera                                      | Gabriela Herrera   | 8495 San Carlos Ave         | (323) 423-9081                   |
| Rosa Gonzales   | M. A.              | 1216 South gate             |                                  |
| Rocio Sanchez   | Rocio Sanchez      | 4221 Missouri Ave           | (323) 567-1528                   |
| Emigdio Serran  | Emigdio Serran     | 4221 Missouri Ave           | (323) 973-7808                   |
| Araceli Guerrero                                      | Araceli Guerrero   | 10503 Elmhurst Ave          | (323) 564-1078                   |
| Blanca Quintos  | Blanca Quintos     | 9636 Dearborn Ave S6        | 323 5-67-55-51                   |
| Maria Morales   | Maria Morales      | 9519 San Luis Ave           | 327-529-36-61                    |
| Miriam Garcia   | Miriam Garcia      | 9640 Deeble Ave             | 373 566 14 69                    |
| Veronica Sanchez                                      | Veronica Sanchez   | 3343 Cherokee Ave           |                                  |
| Jorge Ramirez   | Jorge Ramirez      | 2829 Missouri Ave           |                                  |
| Jordan Gomez  | Jordan Gomez       | 10131 Pasadena Ave          |                                  |
| Rosa Sandoval   | Rosa Sandoval      | 10100 San Vincente          | 564-8459                         |
| Rosa Polanco  | Rosa Polanco       | 10425 San Miguel Ave        | 213-458-4621                     |
| Olivera Jimenez                                       | Olivera Jimenez    | 10254 Calaveras Ave Apt C1  | (323) 249 5050                   |

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|---|--------------------|----------------------|----------------------------------|
| Olivia Rojas  | 2569 Kansas Ave.   | 1111 Mulberry        | 323) 572-7282                    |
| Monica Gonzalez                                       | 2362 India         | 1111 Mulberry        | 323) 512-8100                    |
| Manuel Cruz   |                    | 1608 Stanton Ave.    | 323) 569-3519                    |
| Roxana Cruz   |                    | 1009 Virginia Ave.   | 323) 563-2498                    |
| Rolando Perez   |                    | 3000 Weedy Blvd      | 323) 715-1893                    |
| Gilberto Rodriguez                                    |                    | 3000 Minnesota Ave   | 562) 564-7630                    |
| Maria Pando   |                    | 9333 California Ave. | 323) 357-0260                    |
| Martin Martinez                                       |                    | 2333 Cherokee Ave.   | 323) 567-1866                    |
| Brenda Monney   |                    | 3011 Wisconsin Ave   | 323) 568-7070                    |
| Amado Ramirez   |                    | 2711 Weedy Blvd.     | 323) 249-9300                    |
| Habram Reyes  |                    | 16250 San Carlos Ave | 323) 566-5050                    |
| Margaret Dillanes                                     |                    | 9333 Victoria Ave.   | 323) 249-5090                    |
| Susana Dillanes                                       |                    | 3200 Illinois Ave.   | 323) 569-3014                    |
| Elmer Lopez   |                    | 9200 California Ave. | 323) 563-2000                    |
| Lorena Castro   |                    | 3300 Elizabeth h     | 323) 564-9035                    |
| Jesus Noriega   |                    | 3000 Nebraska S.G.   | 323) 568-7400                    |

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|---|--------------------|----------------------|----------------------------------|
| María Aleazar   |                    | 3000 Nebraska St     | 369-7989                         |
| Patricia Aguirre                                      | Patricia Aguirre   | 10115 Montara Ave    | 323 373-8851                     |
| Marlene Aguirre                                       | Marlene Aguirre    | 10115 Montara Ave    | 323 373-8851                     |
| Darlene Aguirre                                       | Darlene Aguirre    | 10115 Montara Ave    | 323 373-8851                     |
| Martha Bueno  |                    | 3200 Illinois Ave.   |                                  |
| Francisco Morales                                     | F Morales          | 3318 Cherokee Ave    | 562-2212                         |
| Israel Vitaler  | Israel Vitaler     | 3318 Cherokee Ave    | 562-2212                         |
| Guillermo Gonzalez                                    | Guillermo Gonzalez | 3318 Cherokee Ave    | 562-2212                         |
| Miguel Magaña   | Miguel Magaña      | 3318 Cherokee Ave    | 562-2212                         |
| Angelica Soriano                                      | Angelica Soriano   | 3318 Cherokee Ave    | 562-2212                         |
| Rosemarie Blanco                                      | Rosemarie Blanco   | 3318 Cherokee Ave    | 562-2212                         |
| Nataly Pulma  | Nataly Pulma       | 3318 Cherokee Ave    | 562-2212                         |
| Roman Torre   | Roman Torre        | 3318 Cherokee Ave    | 562-2212                         |
| Maria Victoria  | Maria Victoria     | 3318 Cherokee Ave    | 562-2212                         |
| Rosa Ramirez  | Rosa Ramirez       | 3318 Cherokee Ave    | 562-2212                         |
| Sandra Ramirez  | Sandra Ramirez     | 3318 Cherokee Ave    | 562-2212                         |

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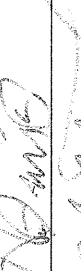










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|---|---------------------|--------------------------|----------------------------------|
| Salvador Hernandez                                    | Suarez H.           | 2810 Southern Ave.       | (323) 569-2842                   |
| Grecia Albisuer                                       | Grecia Albisuer     | 2723 Tweedy Blvd.        | (323) 861-6374                   |
| Jose Albisuer   |                     | 2123 Tweedy B.           | 564 6449                         |
| Rene + Balderrama                                     | R + B               | 10137 Pasadena Av.       | (323) 770-7774                   |
| Leticia Castille                                      | L.C.                | 10037 SAN CARLOS AVE     |                                  |
| Maria Sanchez   | Maria Sanchez       | 9139 California Ave.     | (323) 567-3309                   |
| Cesar Martinez  |                     | 3800 Pasadena Ave        | (323) 542-0414                   |
| Rina Rios   | Rina Rios           | 5100 Victoria Ave.       | 323 569-6233                     |
| Nicky Martinez  | Nicky Martinez      | 1020 Virginia Ave S.E.   | 323 569 9513                     |
| Angelina De la Rosa                                   | Angelina De la Rosa | 10000 Pasadena Ave, S.G. | 910 850-1674                     |
| Jocinto Long  | Jocinto Long        | 2301 Cherokee St         | (323) 566-079                    |
| Ricardo Moreno  | Ricardo Moreno      | 3394 Wisconsin Ave       | (323) 816-7344                   |
| Janet Martinez  | Janet Martinez      | 1124 Virginia Ave        | (313) 565-2437                   |
| Maria Gabriel   |                     | 3015 Tweedy Blvd         | 323 638-0242                     |
| Sylvia Valencia                                       | Sylvia Valencia     | 3500 Minnesota Ave       | 323 35711032                     |
| Javier Chavez   | Javier Chavez       | 3342 Tweedy Blvd         | 323 585-8093                     |

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|---|---|--------------------------------|----------------------------------|
| SONIA ZAMORA CLOVE                                    |    | 8951 W. Atlantic Ave.          | (323) 594-2615                   |
| NEYTON COLINDRES MORALES                              |    | 78 SAN CABRIEL                 | (323) 5115776                    |
| Ulpiano (Muri)  |    | San Gabriel                    | (323) 710-4420                   |
| Maritza Aranda  |    | San Gabriel                    | (323) 564-0991                   |
| Hector Ascencio                                       |    | 1011 San Anselmo Ave S.G.      | (323) 566-1458                   |
| Blanca Ascencio                                       |    | 10131 San Anselmo Ave          | (323) 569-4182                   |
| Elisa Saucedo   |    | 10114 Virginia Ave             | (323) 239-3382                   |
| Mariela Hernandez                                     |    | 10116 Virginia Ave             | (323) 2673008                    |
| Victor Garcia   |   | 10333 California Ave #B        | 323/563-0132                     |
| Jose C. Alvarado                                      |  | 10113 San Anselmo Ave D        | 323/5671378                      |
| DAVID CONTRERAS                                       |  | 10613 SAN ANSELMO              | (323) 3382452                    |
| Evelia Arreola  |  | 10113 San Anselmo Ave          | (323) 5923504                    |
| Jose Luis Belmonte                                    |  | 9920 SAN CARLOS AVE S.G. 90308 | 323 564 0105                     |
| Amalia Ortega   |  | 281 Liberty Blvd S.G. CA 90308 |                                  |
| Monica Hernandez                                      |  | 8611 San Carlos Ave S.G.       | 323-566-5529                     |
|   |   | 8611 San Carlos Ave S.G.       | 323-566-5529                     |



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|---|----------------------|-------------------------|----------------------------------|
| NORMA CABAN   | NORMA CABAN          | 8805 CHESTNUT AVE       | (323) 357-02-65                  |
| Yolanda Arana   |                      | 10340 #1 San Carlos Ave | (323) 567-1861                   |
| Josefina Cristales                                    |                      | 10340 #3 San Carlos Ave | (323) 563-1142                   |
| Astervea Campos                                       |                      | 2500 Indiana            | (323) 25687847                   |
| Fátima Carales  |                      | 3069 Century B.L        | (323) 249 9321                   |
| Juan C Gonzalez                                       |                      | 3069 Century B.L        | (323) 249 9321                   |
| Juan Manuel   |                      | 5110 Willow St          | 566 8950                         |
| MARGARITA OCUNA                                       |                      | 4941 Virginia Ave. S.W. | (323) 244-5490                   |
| Martha reyes  | Martha reyes         | 10340 Capistrano Ave    | (323) 512-8131                   |
| Idanra Daig   | Idanra Daig          | 8938 Cypress Ave Apt A  | (323) 338-2386                   |
| Dea Martha Hernandez                                  | Dea Martha Hernandez | 8938 Cypress Ave Apt B  | (323) 569 3514                   |
| Maida Lopez   | Maida Lopez          | 10340 San Carlos Ave    |                                  |
| Jesse Ortiz   | Jesse Ortiz          | 3740 SGOVIA DRIVE       | 523 563-23-98                    |
| Emma Valdez   | Emma Valdez          | 10340 San Carlos Ave    |                                  |
| Liana Platen  | Liana Platen         | 7810 San Carlos Ave     | 323 564 9633                     |
| Luis Estrada  | Luis Estrada         |                         |                                  |

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|---|--------------------|-----------------------------|----------------------------------|
| Guadalupe Ramos                                       | [Signature]        | 2814 Ohio Av South Gate     | 323 244 4708                     |
| Tomas Ramos   | [Signature]        | 2814 Ohio Av South Gate     | 323 244 4708                     |
| Alicia  | [Signature]        | 10426 San Antonio           | 1323 567 4439                    |
| Esperanza Rangel                                      | [Signature]        | 10426 San Antonio           | 323 567-4439                     |
| [Signature]   | [Signature]        | 1035 San Antonio Ave        | 213-972-1032                     |
| Melinda Barraza                                       | [Signature]        | 1035 San Vincent Ave        | 313 567-9913                     |
| ANGIE UEGAS   | [Signature]        | 9727 San Gabriel Ave        | 323 564-2202                     |
| SPRANIE FERNANDEZ                                     | [Signature]        | 3201 Michigan Ave S.G.      | (303) 564-0675                   |
| Esperanza Beas  | [Signature]        | 2735 Willow Pl.             | (323) 567 3708                   |
| Dalmi Tobar   | [Signature]        | 2461 Kansas Ave Apt 40280   | (323) 564-0170                   |
| ANGIE BEAS  | [Signature]        | 4502 W. 1st St. Bldg. 10280 | (323) 567-9167                   |
| RAUL ELIAS  | [Signature]        | 8656 South H. GATE          | (323) 557-9680                   |
| Alfredo Vasquez                                       | [Signature]        | 25442 Kansas Ave. Southgate | (323) 572-7282                   |
| Noemi Encarnacion                                     | [Signature]        | 8645 San Miguel Ave         | 323 564 9434                     |
| Rafael Olmedo   | [Signature]        | 8986 Ambler Dr.             | 323 915-7941                     |
| Rosal Mejia   | [Signature]        | 9513 San Luis Av #6         | (323) 206-7942                   |

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|---|--|---|----------------------------------|
| Angelica Avila  |   | 9235 State St Apt. D<br>South Gate Ca 90280 | (323)<br>249-2083                |
| Victor Rivas  | Victor Rivas   | 10821 S. Juan Ave<br>South Gate Ca 90280    |                                  |
| Juana Herrera   | Juana Herrera  | 9301 Deeble St S.G. 90280                   | (323)<br>566-9340                |
| Martha Basulto  | Martha Basulto   | 7809 Dearborn #13                           | 323<br>674 7364                  |
| Rosa Ruelas   | Rosa Ruelas  | 3321 Minnesota Ave S.G.                     |                                  |
| Rojelio Martinez                                      | Rojelio Martinez   | 10124 California Ave<br>S.G. Gate.          | (323)<br>563-6301                |
| René Guerrero   | René Guerrero  | 3353 Harker Ave<br>South Gate               | (310)<br>999 1924                |
| RAQUEL ACARCON  |  | V V V                                       | V V                              |
| Juan Hdez   |  | 10136 San Carlos                            |                                  |
| Samira Luna   | Samira Luna  | 10458 San Anselmo Ave                       | 323 567-0748                     |
| Usherka Soto  |  | 16115 York St. #7                           | none.                            |
| Jose Flores   | Jose Flores  | 10747 Otis St.                              |                                  |
| Maria S. Basulto                                      | Maria S. Basulto   | 2915 Tweedy South Gate                      |                                  |
| Juan Clara  |  | 10410 San Vincente Ave                      |                                  |
| Univision Romero                                      | Univision Romero   | 8974 Harker Ave<br>South Gate               | 323 500-2430                     |
| Irma Baraza   | Irma Baraza  | 9035 Elizabeth St.<br>So Gate.              | 323 561-4242                     |






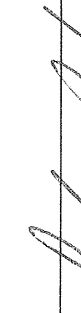












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| Parent/Guardian's name<br>Nombre de padres/guardianes | Signature<br>Firma  | Address<br>Dirección          | Tel Number<br>Número de Teléfono |
|---|---|-------------------------------|----------------------------------|
| Monica Perez  |    | 3413 Tweedy Bl                | (323) 793-1966                   |
| Bruna Lopez   |    | 3311 Tweedy Ave               | (323) 5642290                    |
| Rosa Kindeck  |    | 3920 Tweedy Blvd              | (323) 5624889                    |
| Alejandro Arzaga                                      |    | 10445 Virginia Av. South Gate | (323) 5628898                    |
| Silvia Castro   |    | 9617 Elizabeth Ave            | (323) 566-7058                   |
| Denise Ayala  |    | 9617 Elizabeth Ave            | (323) 566-7058                   |
| Roberto Ayala   |    | 9617 Elizabeth Ave            | (323) 566-7058                   |
| Violeta Luna  |    | 9617 Elizabeth Ave            | (323) 599-2166                   |
| Natalie Carrillo                                      |   | 9617 Elizabeth Ave            | (323) 403-8516                   |
| Esteban Ortiz   |  | 9641 Virginia Ave             | (323) 563-0408                   |
| Raul Godinez  |  | 3465 Tweedy Ave.              | (323) 566-4554                   |
| Claudia Zepeda  |  | 9514 California Av.           | (323) 564-3848                   |
| Hector Hernandez                                      |  | 3290 Tweedy Bl                | (323) 563-1380                   |
| Alexander   |  | 9800 Doble St                 | (213) 443-0790                   |
| Diana Lopez   |  | 9800 Doble St                 | (213) 443-0790                   |
| Irma Guadalupe  |  | 9825 Elizabeth                | (323) 363022                     |

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|---|--------------------|---|----------------------------------|
| Artemia Briseño                                       | Artemia Briseño    | 2113 Dearborn Ave.<br>So. Gate CA 90280       | 323) 249-9318                    |
| Hortencia Jimenez                                     | Hortencia Jimenez  | 2159 Dearborn Ave. #13<br>So. Gate CA 90280   | 323) 569-6862                    |
| Mayra Gonzalez  | Mayra Gonzalez     | 2159 Dearborn Ave.<br>So. Gate CA 90280       | 323) 841-2120                    |
| Bertha Molina   | Bertha Molina      | 8145 Dearborn Ave<br>South Gate CA 90280      | 323) 567-0117                    |
| Alejandro Licea                                       | Alejandro Licea    | 8147 Dearborn Ave<br>South Gate CA 90280      | 323) 566 2927                    |
| Gustavo Limon   | Gustavo Limon      | 8147 State St. Apt. A.<br>South Gate CA 90280 | 323) 563-8212                    |
| Rosa Wong   | Rosa Wong          | 3301 Liberty Bldg 90280                       | 323) 249-9720                    |
| Rosa Molina   | Rosa Molina        | 3320 Liberty Blvd 90280                       | 323) 566-5655                    |
| Mauricio Aguirre                                      | Mauricio Aguirre   | 8159 Dearborn Ave #E<br>South Gate CA 90280   | — — —                            |
| Josefina Sanchez                                      | Josefina Sanchez   | 2924 Santa Ana St.<br>So. Gate CA 90280       | 323) 566-3528                    |
| Alejandro Areola                                      | Alejandro Areola   | 821 1/2 Dearborn Ave.<br>So. Gate CA 90280    | 323) 812-4573                    |
|   |                    |   |                                  |
|   |                    |   |                                  |
|   |                    |   |                                  |
|   |                    |   |                                  |
|   |                    |   |                                  |

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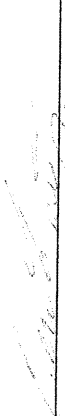

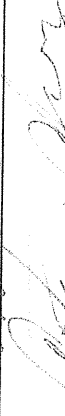

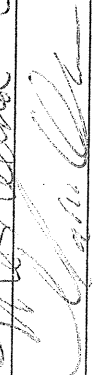




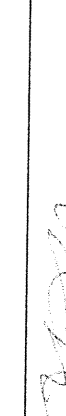

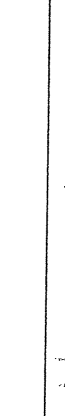



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|---|--------------------|-------------------------|----------------------------------|
| Alexandra Tolosa                                      | Alexandra Tolosa   | 3341 Mesota South Gate  | 323-5677614                      |
| Ramon Lopez   | Ramon Lopez        | 9730 Victoria ave       | 323-563-1219                     |
| Martha Hernandez                                      | Martha Hernandez   | 9730 Double St #4 S.G.  | 323-566-5732                     |
| Beatriz Ventura                                       | Beatriz Ventura    | 9758 Double St S.G. Ca. | 323-567-2682                     |
| Eduardo Barajas                                       | Eduardo Barajas    | 9758 State St S.G.      | (323) 667-7420                   |
| Maria Cortez  | Maria Cortez       | 9800 State St S.G.      | (323) 569-3493                   |
| David Perales   | David Perales      | 8900 State St S.G.      | 323-9012576                      |
| Cabivela  | Lopez              | Kilbuck 2114            | (323)-564-2516                   |
| Eric Pineda   | Eric Pineda        | 9900 State St S.G.      | (323) 553-1441                   |
| Kenia Barajas   | Kenia Barajas      | 9600 Denbigh Ave #123   | 323-569-6659                     |
| Martha Villa  | Martha Villa       | 3110 Ardmore Ave        | 323-395-9187                     |
| Esther Villa  | Esther Villa       | "                       | 323-395-4187                     |
| Demetrio  | Demetrio           | 9711 Denbigh St S.G.    | (323) 566-7849                   |
| Lidia Morales   | Lidia Morales      | 2920 Kansas Ave         | 323-254-1925                     |
| Elva Cabrera  | Elva Cabrera       | 2700 Indiana Ave        | 323-376-8006                     |
| Maria   | Maria              | 5000 Wells Ave          | 323-568-1010                     |

Fires tone

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|---|---|--------------------------------|----------------------------------|
| Nosa San Juan   | Nosa San Juan   | 4333 Cecilia St                | 323) 773-7926                    |
| CESAR LAURENT   |    | <del>4333</del> 125 ORANGE AVE | 323 282-1262                     |
| J. EPE  |    | 3221 Minnesota Ave             | (323) 567-7372                   |
| ATLACE CHAVEZ   |    | 4111 WINSTON WAY               | (323) 567-2090                   |
| Martelina Chavez  |    | "                              | "                                |
|  |    | 9433 Lakeside Southwest        | 323 793-1654                     |
| Silvia Flores   |    | 650 Virginia                   | (323) 588-7279                   |
| Fortencia Ramos   |    | 81 Seagreen Ave                | (323) 588-3533                   |
| Monica Reyna  |    | 11501 4th Ave                  | (323) 522-2343                   |
| Javier  |   | 9642 Virginia                  | (323) 583-2254                   |
| Geetha Pillai   |  | 8947 Beavercreek               | 323 563-1688                     |
| Norma Delgadillo  |  | 1008 Annetta Ave               | (323) 330-9681                   |
| Silvestre Delgadillo  |  | " 301 "                        | "                                |
| Marciano Mejia  |  | 2440 Palm St                   | 323 588-7044                     |
| Delgadillo Santiago   |  | 1500 So Glendale #9            | 213-424-9264                     |














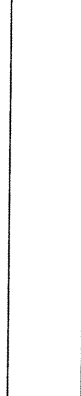
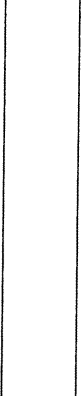



# Firestone / Hunt

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|---|---|-----------------------------------|----------------------------------|
| Angela Vega   |    | 7624 Otis Ave South Gate CA 90201 | (313) 816-1614                   |
| MARIA VALERIA VARGAS                                  |    | 11128 El Dorado Blvd              | (310) 2515-5700                  |
| FEDERICO HAVES  |    | 10108 Avenue AV                   | (210) 220-94-19                  |
| Peter De Leon   |    | 10130 Walnut Ave                  | 323 549 7563                     |
| Flavia Naranjo  |    | 10130 Walnut Ave                  | 323 817 1809                     |
| Esmeralda Villa                                       |    | 7500 Defiance Ave                 | 323 823 9723                     |
| FABRICIO GUTIERREZ                                    |    | 3000 ELMORE AVE                   | (500) 800-3226                   |
| DANIEL V.   |    | 8307 CROSSLAND AV.                | (323) 357-1126                   |
| WRENTAS   |   | 8000 ST. S G                      | 323-566-8178                     |
| Edeline Noriega                                       |  | 8900 Portico Ave S G              | 323                              |
| MARIADELA (BUZ)                                       |  | 8900 Portico Ave S G              | 455-8764                         |
| Matividad Fregoso                                     |  | 4100 E 29 St Maywood              | 249-1205                         |
| Miguel Gonzalez                                       |  | 4500 Maywood Ave S G              | 323-560 8189                     |
| Liliana Almaraz                                       |  | 4500 Maywood Ave S G              | 323 569-5532                     |
| Laura Flores  |  | 4500 Maywood Ave S G              | 323 334-72 68                    |
| Graciela Flores                                       |  | 4500 Maywood Ave S G              | 323 569-7794                     |



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|---|--------------------|--|----------------------------------|
| Carmen Sánchez  | Carmen Sanchez     | 9331 Dorothy Ave S.G. <sup>90280</sup>   | 323-567-1542                     |
| Ramón Sánchez   | Ramon Sanchez      | 9331 Dorothy Ave S.G. <sup>90280</sup>   | 323-567-1542                     |
| Arturo Gomez  | Arturo Gomez       | 6123 Santa Fe Ave H.P.                   | (323) 581-3224                   |
| Alexandra Guerrero                                    | Alexandra Guerrero | 3824 Waco Ave                            | 310) 638-9816                    |
| William Chica   | William Chica      | Waco Jackson Ave                         | (323) 893-7594                   |
| Juan O Caballero                                      | Juan O Caballero   | 2938 Broadway                            | 323) 5830158                     |
| Fabien Romero   | Fabien Romero      | 356 Benton Ave                           | 310) 844-8970                    |
| Maria A Mosinos                                       | Maria A Mosinos    | 951 Bowman Ave                           | 323-569-72-01                    |
| Feresca Mosinos                                       | Feresca Mosinos    |  |                                  |
| Imelda Jasso  | Imelda Jasso       | 10107 Rosewood Ave S.G. <sup>90280</sup> | (323) 5677471                    |
| Eusebio senior  | Eusebio senior     | 4200 Missouri Ave                        | 323) 973-9808                    |
| Frank Sanchez   | 3557 Orchard       |  | 562116 7599                      |
|   |                    |  |                                  |
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|---|---|---------------------------------------|----------------------------------|
| MANUEL MUÑOZ  | Manuel Muñoz P.                             |                                       | (323) 566 6410                   |
| MARLA NATIVIDAD MUÑOZ                                 | <del>Manuel Muñoz</del> <i>Manuel Muñoz</i> |                                       | <del>323</del> 666 410           |
| VICTORIA POZUELO                                      |   |                                       | 323 589-1779                     |
| ANITA ESPINOZA  | ANITA ESPINOZA                              |                                       | 323 1567 2177                    |
| JOSUE HUEZO   | JOSUE HUEZO                                 |                                       | 1323 (566-74-24)                 |
| EDGAR RUIZ  | Edgar Ruiz                                  |                                       | 323-216-0505                     |
| JENNIFER BURTON                                       | JENNIFER BURTON                             | 4920 W. 10th St. South Gate, CA 90280 | (213) 309-1502                   |
| LUCIA VIZCARRA  | LUCIA VIZCARRA                              |                                       | 562) 928-8103                    |
| Mrs. CRISTINA   | Ramirez                                     | 46555 1st St. S.T.                    |                                  |
| VERONICA PEREIRA                                      | VERONICA PEREIRA                            | 3000 W. 10th St. S.T.                 | (213) 921-1555                   |
| ELIAS JIMENEZ   | ELIAS JIMENEZ                               | 46555 1st St. S.T.                    | 323 566-3858                     |
| GLORIA RODRIGUEZ                                      | GLORIA RODRIGUEZ                            |                                       | (323) 582-9304                   |
| CLAUDIA FRAUJO  | CLAUDIA FRAUJO                              | 46555 1st St. S.T.                    | 323 566-3858                     |
| RAMON RODRIGUEZ                                       | RAMON RODRIGUEZ                             | 1100 W. 10th St. S.T.                 | (323) 766-1991                   |
| JOSEFINA RODRIGUEZ                                    | JOSEFINA RODRIGUEZ                          | 14900 1st St. S.T.                    | (323) 582-9304                   |
| JOSEFINA RODRIGUEZ                                    | JOSEFINA RODRIGUEZ                          | 14900 1st St. S.T.                    |                                  |

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|---|--------------------|-------------------------------|----------------------------------|
| Arth. Acosta  |                    | 1011 E. 11th St. Suite 300    | 323 323 4633                     |
| Jose Garcia   |                    |                               | 910 715 0980                     |
| Anthony   |                    |                               | 910 715 0980                     |
| Robert Lantieri                                       |                    | 1121 West 10th Ave            | 323 569 6816                     |
| Alfredo Villalobos                                    |                    | 6911 W. 10th Ave. Suite 101   | 323 582-6677                     |
| Valencia Gonzalez                                     |                    |                               | 323 583 2270                     |
| Dennis Holland  |                    | 1121 West 10th Ave. Suite 101 | 323 583 2270                     |
| Salma Soria   |                    |                               | 323 563 8003                     |
| Marcelo Ruiz  |                    |                               | 323 563 3196                     |
| Maria Diaz  |                    |                               | 323 602 3635                     |
| Hilda Macias  |                    |                               | (323) 504-564                    |
| Luis Delacruz   |                    |                               | 323                              |
| Maria Oropera   | Ors                | 514 72 Duncan Way             | (323) 816-4297                   |
| Jose Acosta   |                    |                               | (323) 743-7478                   |
| Alfredo Cuevas  |                    |                               | (323) 743 7473                   |
| Walter Gueda  |                    |                               | 502 228-2157                     |

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|---|--------------------------|------------------------------|----------------------------------|
| Carina Hernandez                                      | <i>Carina Hernandez</i>  | 1025 San Juan Ave            | (323) 832 4018                   |
| James Gray  | <i>James Gray</i>        | 1015 Korman                  | (323) 997-6976                   |
| Jose Perez  | <i>Jose Perez</i>        | 6804 Heliotropic Ave A       | 323-721-3218                     |
| Socorro Enriquez                                      | <i>Socorro Enriquez</i>  | 3937 Kansas Ave              | (323) 569-3388                   |
| Francielia Gomez                                      | <i>Francielia Gomez</i>  | 10140 Pescadero Av           | (323) 569 2880                   |
| Oprianda Gots   | <i>Oprianda Gots</i>     | 10630 Pescadero              | 6323 569 2891                    |
| Aracelya de Jesus                                     | <i>Aracelya de Jesus</i> | 10700 Via Gabriel            | 323-563-6666                     |
| Maria Mendez  | <i>Maria Mendez</i>      | 43312 abella St              | 323 564 4283                     |
| Norma Ramos   | <i>Norma A. Ramos</i>    | 323 10619 Stanford           | (323) 357 7694                   |
| Ruben Duarte  | <i>Ruben Duarte</i>      | 9540 Kaffman Ave             | (323) 563-0061                   |
| Lilian Sanchez  | <i>Lilian Sanchez</i>    | 6943 Burke Ave               | (323) 567 7521                   |
| Liliana Sanchez                                       | <i>Liliana Sanchez</i>   | 8910 Burke Ave               | (323) 567 7521                   |
| Teresa Aguilar  | <i>Teresa Aguilar</i>    | 5111 E.                      |                                  |
| Crescencio Valdez                                     | <i>Crescencio Valdez</i> | 9214 Juniper St              |                                  |
| Maria Alvarez   | <i>Maria Alvarez</i>     | 1130 Virginia Dr. Lynwood    | (323) 695-2969                   |
| Sanja B...  | <i>Sanja B...</i>        | 10330 San Juan Pl South Gate | (323) 705-4494                   |

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|---|---|--------------------------------------|----------------------------------|
| Rosa Espinoza   | Rosa Espinoza   |                                      |                                  |
| GRISELA NARANJO                                       | GRISELA NARANJO   | 10445 VIRGINIA AV 70280              | 323-474 88 98                    |
| ALICIA RIVERA   |  | 10524 ANNETTA                        | 323/21021-1367                   |
| Antonio Ramon   |   | 10229 San Vicente de                 | 323) 566 2232                    |
| Amelia Rodriguez                                      |   | 3205 Sembole Ave SE                  | 323 384 3780                     |
| Manuel Rivera   |   | 10017 9th Avenue                     | 323-566-3481                     |
| Elizabeth Rodriguez                                   | Elizabeth Rodriguez   | 8644 Madison Ave                     | (323) 249-8573                   |
| Clementina Martinez                                   | Clementina Mtr  | Elizabeth Ave. 9/13                  | (323) 561-0234                   |
| Dora Valerio  | Dora Valeria  | 3226 Wisconsin Ave Lynwood, CA 90262 | (323) 388 2411                   |
| M. Cacerman   | M. Cacerman   | 10004 Palmdale Ave                   | 323 244 7690                     |
| Veronica Ramos  | V.R.  | 9701 9th St South Gate 90280         | (323) 923-7379                   |
| Victor Garcia   | V.C.  | 10333 California ave. # B            | 323 563-0132                     |
| Sandra Castillo                                       | SC  | 10304 Pasadena                       | 564-2383                         |
| Benjamin Castellanos                                  | Benjamin Calthe   | 9801 Deble st - South Gate           | 563-7455                         |
| Dora Henriquez  | Dora Henriquez  |                                      | (323) 564-1377                   |
| JOSE LEON   | JOE LEON  | 9820 VICTORIA AVE South Gate         | (323) 569-2503                   |



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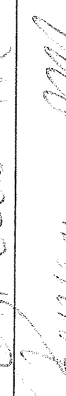





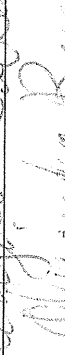



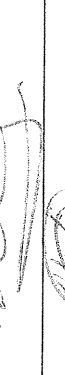



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[illegible]

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|---|---|--------------------------------|----------------------------------|
| Luis A Vela   |    | 10500 Alameda Ave - South Gate | (323) 249-1636                   |
| Elizabeth   |    | 2111 8th St N                  | (323) 249-1636                   |
| Karen Martinez  |    | 9000 State St. Spt             | (323) 404-19-18                  |
| Theresa S   |    | 2442 Shasta St.                | 323 845-89-89                    |
| Vance Gusten  |    | 146 State St.                  | (323) 566-7719                   |
| Juan Valencin   |    | 9558 Elizabeth Ave (323)       |                                  |
| Angela Gutierrez                                      |    | 9700 Wadsworth Ave             | 310-590-8228                     |
| Alexandra Bileant                                     |    | 3300 Tweedy Blvd. Silente      | 323-249-9938                     |
| Martin Ceros  |    | 3334 Tweedy Blvd. Spt          | 677-323 249 99-38                |
| Viola Jones   |    | 9500 State St (323)            | 249-73-79                        |
| Fernando Aranda                                       |   | 9500 State St (323)            | 542-05-09                        |
| Martha Vitor  |  | 9700 Wadsworth Ave             | 323/5-43-46-01                   |
| Efren Franco  |  | 3334 Tweedy Blvd.              | (323) 722-7485                   |
| Lucy Miranda  |  | 3334 Wadsworth Ave             | (323) 288-5063                   |
| Bianca Aireda   |  | 3600 Lindero Blvd. Spt         | (323) 563-8217                   |
| Maria Rojas   |  | 3500 Wadsworth Blvd.           | (323) 567-6181                   |

# Aspire Public Schools

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| Parent/Guardian's name<br>Nombre de padres/guardianes | Signature<br>Firma | Address<br>Dirección    | Tel Number<br>Número de Teléfono |
|---|--------------------|-------------------------|----------------------------------|
| Sandra Navarro  | Sandra Navarro     | 9210 San Gabriel Ave    | (323) 564-7164                   |
| Tomás Jacobo  | Tomás Jacobo       | 9210 Jacobson Ave. HB   | 323/566 4592                     |
| Laura Ross  | Laura Ross         | 9550 Elizabeth Ave      | 323/549-2708                     |
| Lidia Gonzalez  | Leticia Gonzalez   | 954 Elizabeth Ave       | 323/549-2708                     |
| Maria Kostomarov                                      |                    | 10111 California Ave    | 323/749 8592                     |
| Enrique Soriano                                       | Enrique Soriano    | 10111 San Antonio       | 323/810-6384                     |
| Edward Soriano  | Edward Soriano     | 11                      | 323/492 8800                     |
| Analy Duval   | Analy Duval        | 11                      | 323/247-6269                     |
| Chris Smith   | Chris Smith        | 9302 Deeble St          | 323/563-3830                     |
| Laura Pineda  | Laura Pineda       | 9401 State St. S. Gate  | 310/386 0071                     |
| Alejandra Ruiz  | Alejandra Ruiz     | 8701 Hill Ave. S.G.     | (323) 449 5470                   |
| Marlene Usamanga                                      | Marlene Usamanga   | 855 1/2 Virginia St.    | (323) 227-2431                   |
| Maria E. Antillon                                     | Maria E. Antillon  | 9401 Deeble St. S.G.    | 323-357-1446                     |
| Dulce G. Rosas  | Dulce G. Rosas     | 8401 Otis St. Southgate | 714-709-6890                     |
| Ada Otero   | Ada Otero          | 9160 Madison Avenue     | (223) 563 3202                   |
| Arnulfo Colon Mon                                     | Arnulfo Colon Mon  | 9210 Virginia Ave       | 323 9015411                      |

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|---|--------------------|----------------------|----------------------------------|
| Karla Jaso  | Karla Jaso         | 8400 San Antonio     | (323) 564-346                    |
| Luzmaria Vega   | Socio Vega         | 5900 San Antonio Ave | (323) 557-8755                   |
| ANA LLEN DEZ  | ANA LLEN DEZ       | 10000 SAN JUAN AVE   | (323) 564-5888                   |
| Maribel Razo  | Maribel Razo       | 10000 SAN JUAN AVE   | 323 249 5888                     |
| Enrique Razo  | Enrique Razo       | 10000 SAN JUAN AVE   | 323-567-7435                     |
| Jesús Muvillo   | Jesús Muvillo      | 9800 State St        | 11 11                            |
| Rosa Muvillo  | Rosa Muvillo       | 9800 State St        | 11 11                            |
| Wendy Rodriguez                                       | Wendy Rodriguez    | 340 Missouri Ave     | 323) 791-0965                    |
| Mariater Hernandez                                    | Mariater Hernandez | 340 Missouri Ave     | 323) 791-0965                    |
| Edith Marquez   | Edith Marquez      | 9800 State St        | (323) 566-3672                   |
| Brenda Marquez  | Brenda Marquez     | 9800 State St        | (323) 566-3672                   |
| Maria Garcia  | Maria Garcia       | 9800 State St        | (323) 2490888                    |
| ROSA CHIRINOS   | Rosa Chirinos      | 9800 State St        | (323) 249-0339                   |
| Maribel Razo  | Maribel Razo       | 10439 Hunt Ave       | (323) 568-9006                   |
| Carlos cristino                                       | Carlos cristino    | 8950 Elizabeth Ave   | (323) 597-9196                   |

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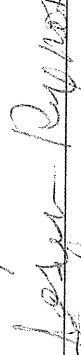





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|---|---------------------|-----------------------|----------------------------------|
| Miriam Garcia   | [Signature]         | 3128 6th Ave.         | 323 588 1081                     |
| Guadalupe Diaz  | [Signature]         | 8640 Vergamara Dr.    | (323) 984 4200                   |
| Angel Rosen   | Lucy                | 10120 Bowmans         |                                  |
| Leticia Morales                                       | Leticia Morales     | 7331 Hamilton Ave.    | (310) 936 3026                   |
| Osvaldo Sanchez                                       | [Signature]         | 3231 Hamilton Ave.    | (310) 926 2544                   |
| Maria Achoy   | MARIA Achoy         | 9811 San Vicente      | 323 569 3088                     |
| Brisa Valdez  | Brisa Valdez        | 9815 San Vicente      | 323 572 8210                     |
| Martha Vega   | Martha Vega         | 9811 San Vicente      | 323 371 8828                     |
| Ramon Velazquez                                       | Ramon Velazquez     | 9811 Victoria Ave     | 323 382-3554                     |
| Maria Rodriguez                                       | Maria Rodriguez     | 9718 Elizabeth Ave    | (323) 566-0783                   |
| Alexander Garza                                       | Alexander Garza     | 9718 Elizabeth Ave    | (323) 566-0783                   |
| Blanca Estela Garza                                   | Blanca Estela Garza | 10115 San Juan Ave    | (323) 569 1065                   |
| Luis Alvarez  | [Signature]         | 10511 Long Beach Blvd | 323 996 7251                     |
| Dora Ibarra   | Dora Ibarra         | 8421 San Antonio Ave  | 323 563-3714                     |
| Leticia Garza   | Leticia Garza       | 8421 San Antonio Ave  | 323 563 1858                     |



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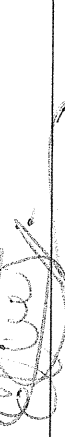



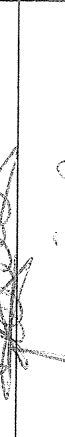


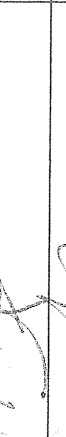

| Parent/Guardian's name<br>Nombre de padres/guardianes | Signature<br>Firma   | Address<br>Dir.               | Tel Number<br>Número de Teléfono |
|---|--|-------------------------------|----------------------------------|
| KHIN PHU THU  |   | 10914 Jackson Ave, South Gate | 323/564-2061                     |
| Juan Lozano   |   | 10914 Jackson Ave, South Gate | 323-563-0883                     |
| Angelica Rios   |   | 10914 Jackson Ave, South Gate | 323 566-4077                     |
| Jesús Rios  |   | 10914 Jackson Ave, South Gate | 323 564-0423                     |
| Carla de la Cruz                                      |   | 10914 Jackson Ave, South Gate | (323) NONE                       |
| Rafael Hernandez                                      |   | 10914 Jackson Ave, South Gate | 323 564-0082                     |
| JESUS ALCALA  |   | 10914 Jackson Ave, South Gate | 323-567-3104                     |
| Lidia Ceyra   |   | 10914 Jackson Ave, South Gate | 323-562-5259                     |
| Zulma R. Martinez                                     |  | 10914 Jackson Ave, South Gate | 323-228-9796                     |
|   |  |                               |                                  |
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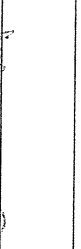
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|---|---|---------------------------------|----------------------------------|
| Antonia Miranda                                       |    | 10200 Walnut Ave South Gate     |                                  |
| Debra Miranda   |    | 9900 Walnut Ave South Gate      |                                  |
| Aura Espinoza   |    | 9900 Walnut Ave (323) 229-8481  |                                  |
| Enrique Aguilar                                       |    | 10101 Walnut Ave (323) 253-1935 |                                  |
| Elay-Lopez  |    | 10003 Walnut Ave.               |                                  |
| Lania Ortega  |    | 10001 Walnut Ave                |                                  |
| Guadalupe Ro  |    | 10000 Walnut Ave                |                                  |
| Jode Zomera   |    | 10000 Walnut Ave                |                                  |
| Gilberto Rodriguez                                    |    | 10000 Walnut Ave                |                                  |
| Padro Gonzalez  |    | 10000 Walnut Ave                |                                  |
| Ignacio Berrayo                                       |   | 10000 Walnut Ave                |                                  |
| Ignacio Cervantes                                     |  | 10000 Walnut Ave                | 325 566 1481                     |
| August Falos  |  | 10000 Walnut Ave (323) 566 6032 |                                  |
| José Garcia   |  | 10000 Walnut Ave 323 569 9847   |                                  |
| Jose Cuevas   |  | 10000 Walnut Ave                |                                  |
| Flotero Maria   |  | 10000 Walnut Ave                |                                  |

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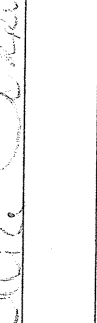

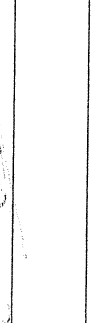
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|---|---|-----------------------------|----------------------------------|
| Leonor Martinez                                       |    | 1095 Walnut Ave South Gate  | (323) 563-6663                   |
| Erick Gutierrez                                       |    | 10300 Walnut Ave South Gate |                                  |
| Leonor Lopez  |    | 10400 Walnut Ave South Gate |                                  |
| Norma Rodriguez                                       |    | 4900 Walnut Ave             |                                  |
| Rosario Robles  |    | 4900 Robert RD South Gate   | (323) 564-1910                   |
| Norma Colon   |    | 4900 Robert RD              | 323 828-5997                     |
| Katherine Olvera                                      |    | 10400 Walnut Ave            |                                  |
| Arcelia Tesso   |    | 10400 Rosewood Ave          | 323 564-2648                     |
| Patricia  |   | Tennyson Ave.               |                                  |
| Rita Anthony  |  | Blackburn St                |                                  |
| Fernando Lopez  |  | 5000 Walnut Ave South Gate  | (323) 342-5754                   |
| Norma Suarez  |  | 6000 Prairie Dept Ave       |                                  |
| Leticia Tesso   |  | 2111 Starklyn Drive         |                                  |
| Jeffrey   |  | 10400 Walnut Ave South Gate |                                  |
|   |   |                             |                                  |
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|---|---|-----------------------------|----------------------------------|
| Nancy Lopez   |    | 10001 Greenwood Ave         | 323 564-9513                     |
| Carina Velazquez                                      |    | 10001 Greenwood Ave         | (323) 564-9513                   |
| Juan M. De la Cruz                                    |    | 10001 Greenwood Ave S.G. Ca | 323 564-9513                     |
| Maria Cisneros  |    | 10001 Greenwood Ave S.G. Ca | 323 564-9513                     |
| Yenislei T. Fuentes                                   |    | 10001 Greenwood Ave S.G. Ca | 323 564-9513                     |
| KYNA GARDINAS   |    | 10001 Greenwood Ave S.G. Ca | 323 564-9513                     |
| Dr. Sylvia D. C.                                      |    | 10001 Greenwood Ave S.G. Ca | 323 564-9513                     |
| Blanca Robles   |    | 10001 Greenwood Ave S.G. Ca | 323 564-9513                     |
| Nery Acosta   |   | 10001 Greenwood Ave S.G. Ca | 323 564-9513                     |
| Alicia Torres   |  | 10001 Greenwood Ave S.G. Ca | 323 564-9513                     |
| Linda Ovando  |  | 10001 Greenwood Ave S.G. Ca | 323 564-9513                     |
| Sergio V. D.  |  | 10001 Greenwood Ave S.G. Ca | 323 564-9513                     |
|   |   |                             |                                  |
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|---|--------------------|----------------------------|----------------------------------|
| NOVIA SILVA   | <i>[Signature]</i> | 1000 Orange Ave South Gate | (323) 564-1911                   |
| VICTOR ZARBAON  | <i>[Signature]</i> | 1000 Orange Ave SG         | (323) 564-3120                   |
| Isacka Sainz  | <i>[Signature]</i> | 1000 Orange Ave SG         | (323) 749-7072                   |
| Felix Bernabe   | <i>[Signature]</i> | 1000 Orange Ave            | (323) 584-5016                   |
| Alicia Mancillas                                      | <i>[Signature]</i> | 1000 Orange Ave            | (323) 564-9348                   |
| Betha Debra   | <i>[Signature]</i> | 1000 Orange Ave            | (323) 567-9143                   |
| Daniel Reyes  | <i>[Signature]</i> | 1000 Orange Ave            | (323) 563-6427                   |
| Cindy Reyes   | <i>[Signature]</i> | 1000 Orange Ave            | (323) 563-6427                   |
| MATHIA DE LA CRUZ                                     | <i>[Signature]</i> | 1000 Orange Ave            | (323) 749-8740                   |
| CECILIA LAMARCA                                       | <i>[Signature]</i> | 1000 Orange Ave            | (323) 323-1246                   |
| Jerse Salas   | <i>[Signature]</i> | 1000 Orange Ave            | (323) 223-1267                   |
| Isabel Ruiz   | <i>[Signature]</i> | 1000 Orange Ave            | (323) 819-7672                   |
| Baudilio Gray   | <i>[Signature]</i> | 1000 Orange Ave            | (323) 566-5948                   |
| Fernando Hernandez                                    | <i>[Signature]</i> | 1000 Orange Ave            | (323) 566-5948                   |
| Elizabeth Diaz  | <i>[Signature]</i> | 1000 Orange Ave            | (323) 286-6173                   |
| MARIA TOLEDO  | <i>[Signature]</i> | 1000 Orange Ave            | (323) 365-3462                   |

# Aspire Public Schools

12/05/09

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|---|--------------------|----------------------------------|----------------------------------|
| Sandra Alvarez  | Sandra Alvarez     | 10324 Kottis St S.O              | 562 674-6500                     |
| Teresa Santos   | Teresa Santos      | 16935 S Vermont St N             | (310) 715 2378                   |
| Irma Biragosa   | Irma Biragosa      | 2715 Dearborn St D               | (323) 1563-0142                  |
| Rubina Garcia   | Rubina Garcia      | 10419 Park View St #9            | Los Angeles CA 91323-3944        |
| Angelica Oropeza                                      | Angelica Oropeza   | 9200 California Ave #B           | (626) 252-9950                   |
| Jose Castro   | Jose Castro        | 9915 Panchurst Ave               | (310) 684-8323                   |
| Martha Pineda   | Martha Pineda      | 60119 Moller St B.G.             | 562 967-9919                     |
| Maria Alvarez   | Maria Alvarez      | 23166 Michigan A - 90033         | (323) 269-6520                   |
| Raul Alvarez  | Raul Alvarez       | 33116 Michigan CA 90033          | (323) 620-7374                   |
| Claudia Aleman  | Claudia Aleman     | 5209 Duncan Way 3.G              | (323) 569-3815                   |
| Katy Meza   | Katy Meza          | 5709 Duncan Way 90180            | (310) 686 2379                   |
| Maria Torres  | Maria Torres       | 5729 Santa Ana St 90180          | (323) 771-7951                   |
| Josefina Vega   | Josefina Vega      | 156 W 88th Place                 | 323 771 0223                     |
| Luis Ruelas   | Luis Ruelas        | 2401 E. ROSFLORES BLVD CA, 90180 | (213) 926-0035                   |
| Eustolia Avila  | Eustolia Avila     | 9521 Victoria Ave                | 323-567-9021                     |
| Maria Martinez  | Maria Martinez     | 6035 Prospect av,                | 323) 771-3488                    |





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[illegible]



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|---|----------------------|----------------------|----------------------------------|
| que no molestar                                       | Lorena Torres        | 2228 Washington      | 323 562 2273                     |
|   | Alvaro Torres        | 10002 Washington     | 323 563 1004                     |
|   | Feliza Lopez         | 10108 Washington     | 323 562 9174                     |
|   | Gradulite Cohn       | 10218 Washington Ave | 323) 496-26-21                   |
|   | Felicia Contreras    | 10226 Washington Ave | 323-563-13-51                    |
|   | Sonia Sandoval       | 10238 Washington ave | 323-249-9908                     |
|   | AMELIA J. MEJIA      | 10424 WASHINGTON AVE | 323-569-9657                     |
| No molestar   | Esmeralda Hernandez  | 10100 San Carlos     | 323) 864-5208                    |
|   | Monica Marquez       | 8621 South Gate      | (323) 249-6458                   |
|   | ArBIZUES DES.        | 10691 Washington     | 323) 585-7220                    |
|   | Rosario Trujillo     | 10344 California Ave | (323) 566-10-16                  |
|   | Juan Carlos Trujillo | 10344 California Ave | 323 566 1016                     |
| No molestar   | Jose LARA            | 10605 Washington Ave | 323) 569 5216                    |
|   |                      |                      |                                  |
|   |                      |                      |                                  |