

## The Day of a 4th Grade Student

At 7:00 a.m., Keisha arrives to school greeted at her car door by a parent/community volunteer. Keisha then enters the library where she is instructed to take out her homework to be checked. Once her homework is checked for competency, Keisha eagerly joins the rest of the group and begins playing a learning game that involves interesting learning concepts that focus on Literacy, Math, and Science. After the game Keisha goes to eat breakfast. At 8:00 a.m. she enters class and opens her laptop to begin her independent reading assignment. Her task is to highlight descriptive words and details from the story she was emailed. While the class is working on their individual assignments, the teacher is walking around the room observing and conferencing with students. Once Keisha has completed the task she emails it to the teacher. Next Keisha receives direct instruction in word knowledge, vocabulary and spelling. Today Keisha is focusing on adjectives that end with -y, antonyms, the /j/ sound spelled g, ge, and dge. Students are surveyed orally to determine what they already know about the group of words in each line of the word knowledge. Students then get explicit instruction. Students eagerly share what they know with each other by collaboratively working in a group of three. In Keisha's group there is Malik who is an advanced student and Sean who is intensive. The students are listing words that reflect each of the word knowledge skills learned. Students then move into practicing and applying the three strategies used to decipher vocabulary. Keisha and her classmates are introduced to their vocabulary for the week. The transparency is displayed and the students read each sentence and determine if word structure, apposition, or context clues will assist in understanding the meaning of the vocabulary word. Keisha is called upon for the word gorge. Keisha reads the sentence from the transparency. She says "The word does not have a prefix or suffix and I don't see the definition in the sentence, so context clues seems to be the best strategy for me." After reading the first sentence she states that she does not know the meaning of the word so she goes on to read the second sentence from the transparency. She states that the word means a ditch. The students participate in an excited discussion of the meaning and possible synonyms. The teacher charts all of the information and the students conclude with adding all of the words with their synonyms in their personal thesaurus. Lastly, the class takes a spelling pretest to survey their knowledge of an introduced spelling pattern. This week the pattern is /j/. Students then correct the pretest with the teacher using their correcting pens and circle the error and write the words correctly. Keisha is a little disappointed because she did not get the words with the /j/ sound spelled dge correct. Keisha is able to see her errors on the spelling pattern and what she needs for improvement. Students then engaged in a word sort activity. Keisha uses small sound spelling cards to spell the words so she can identify when she should use ge and dge.

From there the teacher transitions the students to Reading Workshop. Keisha is reading at a strategic level so she gathers her materials and moves to her group. In her group, the teacher is focusing on comparing and contrasting the main characters in *The Bridge Dancers*. Keisha brings her clues, problems, and wonderings. The clues are discussed and Keisha's group reads aloud. The teacher stops Keisha while she is reading so she can use vocabulary strategies to understand

one of the words listed as one of her problems. The teacher makes sure that Keisha is decoding her words instead of skipping them or making words up. Keisha and her group discuss how the characters are similar and different. The students also get clarification for any other problems that arise when reading. After thirty minutes with her teacher Keisha moves to independent practice activities. Keisha creates a double-bubble map of the two main characters. Keisha receives some assistance from students in a higher skilled group when she can't think of similarities.

The class transitions to Writer's Workshop. The students are asked to write a coming-of-age story where someone experiences a crisis or a defining moment and comes out of the situation changed physically, emotionally, or both. Keisha has completed her draft. Keisha asks a classmate to be her partner in her peer conference. Keisha's partner listens to Keisha read her writing and provides creative criticism. Keisha takes this information back and considers it during the revising phase in order to make her writing better.

After recess, students receive direct instruction in ELD. Students practice a poem about immigration. Next, Keisha is paired with an English Learner to discuss what they know about why people came to America. Students add their knowledge to a circle map. The teacher uses this discussion to extend to a MELD lesson. In this lesson Keisha examines pictures of children from other countries. Keisha and her classmates discuss how the children are different but yet the same.

Keisha and her classmates transition to math. Students are excited as the teacher shows the visual learning bridge to Topic 6 of Pearson-Foresman's *Envision* math program on multiplication of double digit numbers on DVD. The teacher then poses the students' problem of the day where student groups of 4 are asked to figure out their best approximation for how many dots are in all the ceiling tiles of the classroom in the fewest steps possible. Keisha's group decides to count one row of dots on one ceiling tile and square it because the tiles are all squares. They then count the number of tiles across and up the ceiling, multiply those amounts to find the total squares on the ceiling and then multiply that product with the number of dots in one square to get their estimate. They have a rich conversation on what to do with the tiles that are not perfect squares on the edges of the ceiling of the classroom. They then listen to other groups share their approximations and present their own using the classroom Elmo to project their work to the class. Their teacher asks them to explain how they knew the tiles were squares. After all groups present, the teacher leads the class in a whole group discussion using math talk moves and Socratic questioning to connect their problem of the day to how partial products are used in the standard algorithm to multiply two 2-digit numbers. At this point, the teacher leads the students through the Guided Practice portion of the topic and assigns their Independent Practice. Keisha is unsure how to solve her problems and asks for assistance. Her teacher moves her to a small table with a few others and provides reteaching strategies to the group through use of a Reteaching Master from the textbook. The students who successfully completed their

Independent Practice problems are moved to the computers to play math games like Math Blaster or go to the Math Center to play a version of Tic Tac Toe (Center Activity 6-5) where students roll two number cubes to randomly create two digit numbers to then multiply by 26. Students then go to lunch.

The students return to class and continue their science experiments they began the previous day. Students are learning about electricity and magnetism. Students are creating parallel circuits. Keisha is in a group, where students self selected each other. The group is mixed based on ability. The students listen carefully and patiently as Keisha explains how she thinks the circuit should be constructed. Students try out her explanation and provide support and praise based on the results. After the experiment, students document in their science journal what happened during the experiment and the outcomes. English/Language Arts is integrated throughout all the content areas.

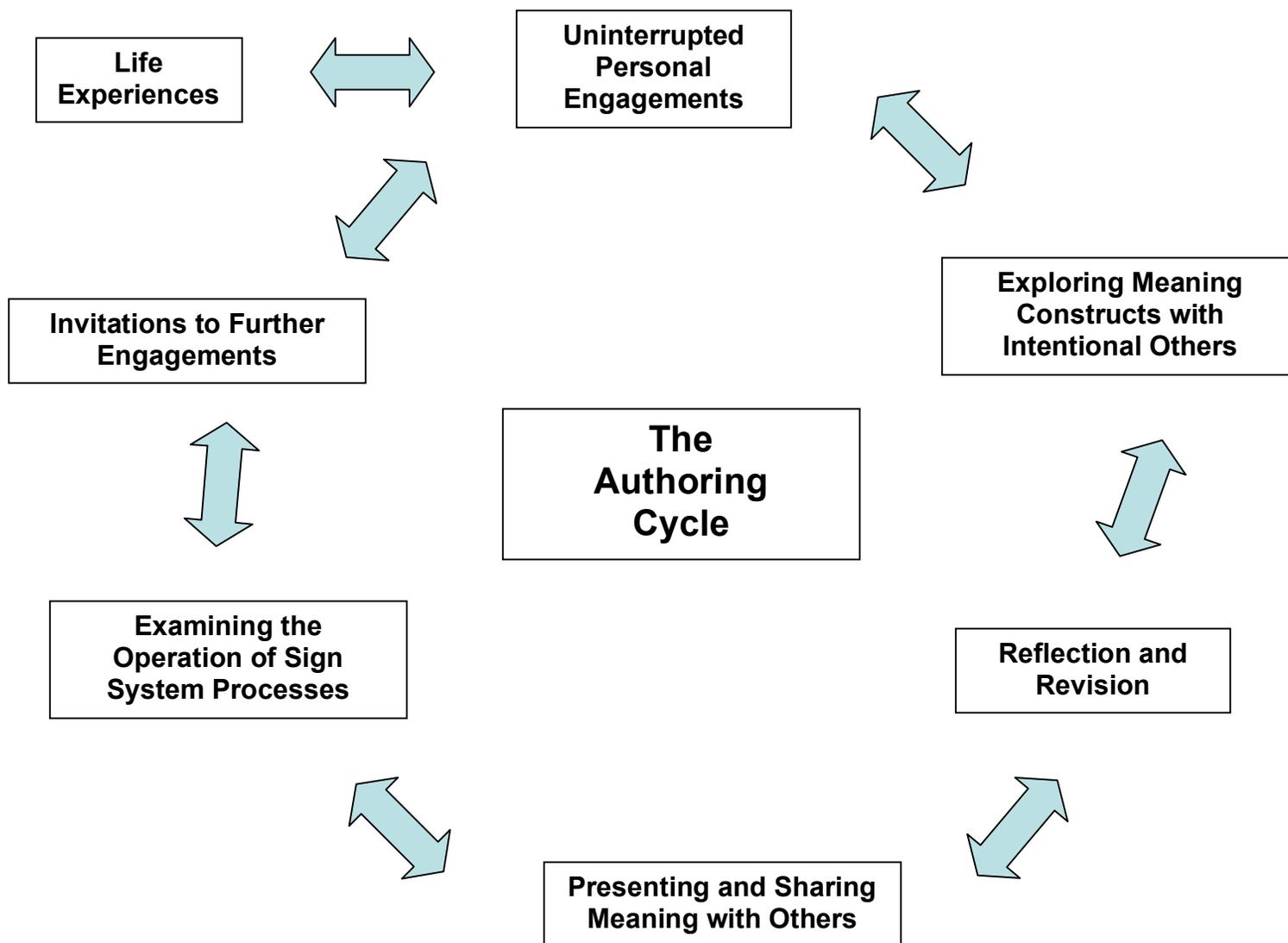
Keisha leaves science class to change into her dance clothes. Keisha has selected dance as her focus and receives dance instruction three days a week. She enters into the auditorium, puts her bag down into one of the chairs, and quietly finds a place to stretch. Ms. Pattershon enters and the group starts warm up. The class learns traditional ballet positions as part of this course.

Keisha changes her clothes and leaves school for the day reflecting about what she learned and how it applies to her daily life.

**Habits of Mind**  
**Ted Sizer and Debbie Meier**  
**Coalition for Essential Schools**

Our students will be engaged in the development of Habits of Mind to establish good intellectual habits. Graduates of the Hillcrest Center for Enrichment will internalize the following habits of mind.

1. The Habit of *Perspective*: The ability to address questions from multiple viewpoints and to use a variety of ways to solve problems.
2. The Habit of *Evidence*: The ability to bring together relevant information, to judge the credibility of sources, to find out for oneself.
3. The Habit of *Connection*: The ability to look for patterns and ways that things fit together in order to utilize diverse material to form new solutions.
4. The Habit of *Convention*: The ability to acknowledge accepted standards in any area in order to be understood and to understand others.
5. The Habit of *Communication*: The ability to speak, listen, and write with confidence and compassion.
6. The Habit of *Service*: The ability to recognize the effects of one's actions upon others, coupled with the desire to make the community a better place for all.



**Word Study/Vocabulary, Reading Workshop, Writing Workshop Options**

**Word Study/Vocabulary**

<i>Kindergarten-Grade 1</i>	<i>Grade 1 to Grade 2</i>	<i>Grades 3,4,5</i>
<u>Options-30 to 45 Minutes</u> Interactive Read-Aloud Shared Reading Interactive and Shared Writing Connections to Content Areas Word Study Minilesson	<u>Options-30 to 45 Minutes</u> Interactive Read-Aloud Shared Reading Interactive and Shared Writing Connections to Content Areas Word Study System	<u>Options-30 to 45 Minutes</u> Interactive Read-Aloud Modeled or Shared Reading/Writing Readers' Theater/Process Drama Choral Reading Poetry Sharing/Response Current Events Interactive Edit Interactive Vocabulary Handwriting Test Reading and Writing Word Study-Buddy Study System

**Reading Workshop**

<i>Kindergarten-Grade 1</i>	<i>Grade 1 to Grade 2</i>	<i>Grades 3,4,5</i>
<u>Options-30 to 45 Minutes</u> Independent Reading Guided Reading Independent Language and Literacy Work at "Centers" (pocket chart, word study center, listening centers, writing center, drawing, browsing boxes) Sharing	<u>Options-45 to 60 Minutes</u> Independent Reading (book talks, minilessons, reading and conferring, sharing) Guided Reading (small group instruction for children who are similar) Literature Study (small-group discussion of literature; groups are heterogeneous) Literacy Work at "Centers" (pocket chart, word study center, listening centers, writing center, drawing, browsing boxes) Sharing	<u>Options-60 Minutes</u> Independent Reading (book talks, minilessons, reading and conferring, sharing) Guided Reading (small group instruction for children who are similar) Literature Study (small-group discussion of literature; groups are heterogeneous) Literacy Work at "Centers" (pocket chart, word study center, listening centers, writing center, drawing, browsing boxes) Sharing

**Writing Workshop**

<i>Kindergarten-Grade 1</i>	<i>Grade 1 to Grade 2</i>	<i>Grades 3,4,5</i>
<u>Options-30 to 45 Minutes</u> Language Arts Minilessons Independent Writing and Conferring Interactive Writing-Small Group Sharing	<u>Options-45 to 60 Minutes</u> Language Arts Minilessons Independent Writing and Conferring Interactive Writing-Small Group Sharing	<u>Options-60 Minutes</u> Independent Writing (writer talks, minilesson, writing and conferring, sharing) Guided Writing Investigations

**The Hillcrest Center for Enriched Studies****Literacy Curriculum for Grades K-5**

The focus of the Literacy Program is to ensure that All students are able to read, write, and speak fluently, effortlessly, independently, and enthusiastically. (Reading/Language Arts Framework for California Schools. 1999) The following overview delineates the essential knowledge and skills to be mastered in the four Language Arts Domains – Reading, Writing, Written and Oral Language Conventions, and Listening and Speaking. A detailed listing of the content standards/instructional strategies for each grade level can be found in the Reading/Language Arts Framework for California Schools, 1999,pages 36-132.

**Reading :** *Word Analysis, Fluency, and Systematic Vocabulary Development - Students understand the basic features of reading. They select letter patterns and translate them into spoken language by using phonics, syllabication and word parts. They apply this knowledge to read fluently orally and silently. Fifth graders also use their knowledge of word origins and relationships, as well as historical and literary context clues to determine the meaning of specialized vocabulary and the precise meaning of grade-level-appropriate words.*

**Reading :** *Reading Comprehension - Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources.) In addition to their regular school reading, by grade four, students read one-half million words annually., including a good representation of grade-level-appropriate narrative and expository text. (e.g., classic and contemporary literature, magazines, newspapers, online information.) By fifth grade, students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization and purpose, and are moving towards the eighth grade goal of reading one million words annually.*

**Reading :** *Literary Response and Analysis - Students read and respond to a wide variety of significant works of children’s literature, including historically and culturally significant works. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). They find ways to clarify the ideas and make connections between literary works.*

**Writing:** *Writing Strategies - Students progress from writing words and brief sentences that are legible to writing clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Fifth graders also write clear, coherent and focused essays with formal introductions, supporting evidence, and conclusions. All students progress through the writing process as needed.*

**Writing:** *Writing Applications (Genres and Their Characteristics) - Students write compositions that describe and explain familiar objects, events and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies. Fifth graders will write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.*

**Written and Oral English Language Conventions :** *Students write and speak with a command of standard English conventions appropriate to their grade levels.*

**Listening and Speaking:** *Listening and Speaking Strategies – Students listen critically and respond appropriately to oral communication, They speak in clear, coherent sentences. They speak in a manner that guides the listener’s understanding by using proper phrasing, pitch and modulation. Fifth graders can also deliver focused, coherent presentations that convey ideas clearly and relate to the backgrounds and interests of the audience. They evaluate the contents of oral communication.*

**Listening and Speaking :** *Speaking Applications (Genres and Their Characteristics) – Students deliver brief recitations and oral presentations*

*about familiar experiences or interests, demonstrating command of organization and delivery. Fifth graders deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).*

<p><b><i>Research/Track Record for Instructional Strategies and Materials</i></b></p> <ul style="list-style-type: none"> <li>-The selections in <i>recommended readings in literature, kindergarten through grade eight</i> (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.</li> <li>-The use of literacy workshops, leveled readers, guided reading instruction, and interdisciplinary learning was found to increase the student learning of minority and low income students by 32% in the 2004 Ohio Literacy Collaborative Study.</li> <li>-Pollock, 1994, found that the Reading Recovery Program is successful in accelerating 3 out of 4 students up to grade level. The United States Department of Education-What Works Clearinghouse found that 75% of Reading Recovery students exit the program reading at grade level.</li> </ul>	<p><b><i>Pedagogy/Instructional Strategies to Address the Learning Needs of All Students</i></b></p> <ul style="list-style-type: none"> <li>-Leveled readers to support differentiated instruction</li> <li>-Inquiry, thematic, project, problem based learning</li> <li>-Building cognitive academic language</li> <li>-Word walls</li> <li>-Graphic Organizers</li> <li>-SDAIE Strategies</li> <li>-Authoring cycle for reading and writing</li> <li>-Real World applications</li> <li>-Culturally responsive pedagogy</li> <li>-Application of higher order thinking skills</li> <li>-Interdisciplinary connections in science, art, social studies, music, and math</li> <li>-Technology integration</li> <li>-Assessments</li> </ul>	<p><b><i>Assessment and Intervention</i></b></p> <ul style="list-style-type: none"> <li>-Formative classroom assessments aligned to the state standards will be used in the classroom to diagnose areas of weakness, plan standards-base lessons, differentiate instruction, and group students according to their needs.</li> <li>-District periodic assessments that are aligned with state standards will be used to assess student performance, diagnose students' needs, and help teachers to revise instructional strategies.</li> <li>-Both formative and summative data will be used to plan for and monitor student outcomes, assess students' progress, and to ensure that students are on track to meeting rigorous performance standards and to achieve at proficiency levels.</li> <li>-Individual Learning Plans for all students will be used to monitor student outcomes, assess students' progress, and to ensure that students are on track to achieve proficiency levels.</li> <li>-Students will be identified as Tier 1 (on or above grade level), Tier 2 (experiencing some difficulty), Tier 3 (experiencing a lot of difficulty and requiring tutorial services). Students instruction, grouping, materials will be prescribed to meet the needs of the students in these three tiers.</li> <li>-Intervention for all learners will be provided before school, during school, and after school</li> </ul>
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## **Visual/Performing Arts; Math/Science/Technology; Civic Responsibility Academies (3-5)**

In Language Arts we will teach the students to read, write, and communicate to build competence and confidence. Our goal will be to develop the highest levels of language arts proficiency to close the achievement gap and enable all students to participate fully in society and the world of work. The students will receive 3 hours of instruction, daily, in Language Arts. The teachers will use the Open Court Reading 2002 program in conjunction with Reader's Workshop to teach the State grade level standards. In order to meet the needs of students who are proficient, those students will use core literature books, literature circles, based on themes directly associated with OCR. To enhance the Writing component of OCR we will use Writers Workshop based on the theories and research of Lucy Calkins. It is a developmental program for students in grades kindergarten through the fifth grade.

The English Language Learners (EL) will receive 30-45 minutes of a day of English Language Development (ELD) to acquire equal access to the curriculum and learn English as a second language. The teachers will teach the ELD standards through the use of Into English, the ELD practicum enhanced lessons, and the English Learner Guide.

Scope and Sequence: ELA,

### **Third Grade Language Arts**

Instructional Materials: Open Court Reading Program 2002, Core Literature Collection, Spelling and Vocabulary Workbooks for OCR 2002, OCR Reteach, and OCR Challenge; standards-based teacher created materials, grade –level developed projects and assessments, ELD “Into English”

#### **Reading**

- Students will understand the basic feature of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will understand grade-level appropriate material. They will draw upon a variety of comprehension strategies, such as inferencing, comparing and contrasting, drawing conclusions, and author's point of view.
- Students will respond to a wide variety of significant works of children's literature and literature in the Open court reading curriculum. They will distinguish between the structural features of the text and the literary terms or elements.

#### **Writing**

- Students will write clear and coherent sentences and paragraphs that develops a central idea. Their writing will show they consider the audience and purpose.

- Students will use standards-based rubrics and criteria charts to self-assess and self-monitor their writing.
- Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events, and experiences.
- Students will demonstrate their ability to write in forms such as narrative, expository, literary response, and descriptive

### **Written and Oral English Language Convention**

- Students will write and speak with a command of Standard English conventions aligned with grade level standards and the Open Court reading curriculum.

### **Listening and Speaking**

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modifications.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around coherent thesis statement.
- Students will give a brief oral presentation connected to their research project
- Students speaking will demonstrate a command of Standard English conventions aligned with grade-level standards and the Open Court reading curriculum.

### **Fourth Grade Language Arts**

**Instructional Materials:** Open Court Reading Program 2002, Core Literature Collection, Spelling and Vocabulary Workbooks for OCR 2002, OCR Reteach, and OCR Challenge; standards-based teacher created materials, grade –level developed projects and assessments, ELD “Into English”

### **Reading**

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will be provided with a variety of literature and selected reading materials to improve their acquisition of fluency and comprehension skills.
- Students will read, understand, and respond grade-level appropriate material and literature in narrative and expository forms. They will draw upon a variety of comprehension strategies such as inferencing, comparing and contrasting, drawing conclusions, and author’s point of view

- Students will respond to a wide variety of significant works of children’s literature. They will distinguish between the structural features of the text and the literary terms of elements

### **Writing**

- Students will write clear and coherent sentences and paragraphs that develops a central idea. Their writing will show they consider the audience and purpose.
- Students will progress through the stages of the writing process and write in a variety of forms such as expository, narratives, informational, and response to literature.
- Students will utilize Thinking Maps as a tool to plan and organize their writing.
- Students will write compositions that describe and explain familiar objects, events, and experiences
- Student’s writing will demonstrate a command of Standards English and drafting, research, and organizational strategies.
- Students will demonstrate a mastery of writing conventions, applications and strategies by producing a research thesis.
- Students will use standards-based rubrics and criteria charts to self-assess and self-monitor their writing.

### **Writing and Oral Language Conventions**

- Students will write and speak with a command of Standard English conventions aligned to grade level standards and the Open Court Reading curriculum.

### **Listening and Speaking**

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will give a brief oral presentation connected to their research project.
- Students will deliver recitations and oral presentations about familiar experiences and interests that are organized around a coherent thesis statement. Student’s speaking will demonstrate a command of standards English and organization and delivery strategies.

## **Fifth Grade Language Arts**

**Instructional Materials:** Open Court Reading Program 2002, Core Literature Collection, Spelling and Vocabulary Workbooks for OCR 2002, OCR Reteach, and OCR Challenge; standards-based teacher created materials, grade –level developed projects and assessments, ELD “Into English”

**Reading**

- Students will use their knowledge of word origins and word relationships; as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade level appropriate words.
- Students will comprehend grade level material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
- Students will read and respond to historically and culturally significant works of literature. They will begin to find ways to clarify the ideas and make connections between literary words.

**Writing**

- Students will write clear, coherent and focused essays. Their writing will exhibit the student's awareness of the audience purpose. Essays will contain formal introductions, supporting evidence, and conclusions
- Students will progress through the stages of the writing process
- Students will utilize Thinking Maps as a tool to plan and organize their writing
- Students will write narrative, expository, persuasive, and descriptive texts
- Student writing will demonstrate a command of Standard English and research, organizational and drafting strategies
- Students will demonstrate mastery of writing conventions, applications, and strategies by producing a research thesis
- Students will use standards based rubrics and criteria charts to self-assess and self-monitor their writing

**Written and Oral English Language Conventions**

- Students will write and speak with a command of Standard English conventions aligned to grade level standards and the Open Court Reading curriculum.

**Listening and Speaking**

- Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication utilizing rubrics and criteria charts.
- Students will give a brief oral presentation connected to their research thesis
- Students will deliver well-organized formal presentations employing traditional rhetorical strategies

- Student's speaking will demonstrate a command of Standard English and organizational and delivery strategies.

**7Culturally Relevant and Responsive Education in Math:**

Raytheon Company **just released on December 16, 2009** their findings in "Raytheon U.S. Middle School Students Math Habits Study," commissioned to uncover the attitudes and behaviors of American students toward math.<sup>1</sup> They found that:

- Sixty-one percent of respondents would rather take out the trash than do math homework.
- Math is the subject most students (28 percent) want to skip.

The survey also reveals that while most middle school students believe that math is important to their futures, they fail to understand the connection between the subject and potential careers. The problem is especially dire for girls who are overwhelmingly attracted to careers that do not rely heavily on math skills.

- Thirty-nine percent of students say math is the most important subject for their future careers, yet only 28 percent of students could name an interesting career that uses math.
- When asked to name their "dream job," girls were attracted to careers as singers-musicians (23 percent) and actresses (22 percent) compared with careers such as doctors (13 percent), teachers (10 percent) and video game creators (seven percent).
- Boys were more attracted to careers that actively use math skills but still had non-math-related careers high on the list. Top selections included: video game creators (33 percent), professional athletes (26 percent), computer-Internet programmers (13 percent) and singers-musicians (11 percent).

The survey results show a clear need for innovative approaches to motivate students about how math is relevant to their futures. Students need to become involved in math through real-life engagement and interactive experiences.

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**The Hillcrest Center of Enriched Studies**  
**MATH CURRICULUM MAP OVERVIEW FOR GRADES K-5**

The focus of our math program will be on ensuring that students become mathematical problem solvers, can communicate mathematically, reason mathematically, make mathematical connections, and represent mathematical ideas.

<p><b><u>Strand 1 Number Sense: Essential Knowledge and Skills</u></b>          Students develop foundational knowledge, expand their thinking and gain a deep conceptual understanding of numbers in mathematics beginning in the early grades and continuing throughout the elementary grades. Students build on their number sense and counting sense, developing skills in addition, subtraction, multiplication and division. Students work on basic number facts, operations and representations and progress to more advanced concepts. Students learn to problem solve and use numbers effectively, exploring data, performing measurements and examining patterns as part of the development process for number and operations, and using other mathematics strands to enrich number properties.</p> <p><b><u>Strand 2 Algebra and Functions: Essential Knowledge and Skills</u></b>          Students use algebraic methods to explore, model and describe patterns and functions involving numbers, variables, shapes, data, and graphs in problem solving and communicate the reasoning used in solving problems and deepen their mathematical understanding and algebraic reasoning skills.</p> <p><b><u>Strand 3 Measurement and Geometry: Essential Knowledge and Skills</u></b>          Students use a variety of tools and techniques to measure, identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures. Students use geometric concepts, properties, and relationships and apply their knowledge and deepen their conceptual understanding in problem solving in measurement and geometry.</p> <p><b><u>Strand 4 Statistics, Data Analysis and Probability: Essential Knowledge and Skills</u></b>          Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning and processes applied to solving these problems. Students learn to display, analyze, compare, and interpret different data sets.</p> <p><b><u>Strand 5 Mathematical Reasoning: Essential Knowledge and Skills</u></b>          Students make decisions about how to approach problems, Students analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, observing patterns, determine when and how to break a problem into simpler parts and use strategies, skills, and concepts in finding solutions:</p>
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<p><b>Math Program and Research/Track Record</b></p> <p>District chosen math program <i>enVision Math</i> by Scott Foresman-Addison Wesley an Independent Research and Evaluation Firm, to research first year evaluation results of the program. They found that students who used enVision Math showed significant improvement in math performance and demonstrated greater gains in math skills and knowledge as compared to students who used other math programs.<sup>1</sup></p>	<p><b>Pedagogy/Instructional Strategies to Address the Learning Needs of All Students</b></p> <ul style="list-style-type: none"> <li>-Math manipulatives to support differentiated instruction</li> <li>- Investigations and discovery learning</li> <li>-Building cognitive academic language in mathematics</li> <li>-Math word walls</li> <li>-Graphic organizers/Project-based learning/hands-on</li> <li>-SDAIE strategies</li> <li>-Real world applications</li> <li>-Culturally responsive pedagogy in mathematics</li> <li>-Use of extensive problem solving</li> <li>-Application of higher order thinking</li> <li>-Interdisciplinary connections in science, art, social studies, music and literacy</li> <li>-Technology integration</li> <li>- Assessments (including quizzes, tests, problem solving, extended tasks, student demonstrations, observations)</li> </ul>	<p><b>Assessment and Intervention</b></p> <ul style="list-style-type: none"> <li>-Formative classroom assessments aligned to the State standards will be used in the classroom to diagnose areas of weakness, plan standards-based lessons, differentiate instruction and group students according to their needs.</li> <li>-District Periodic Assessments that are aligned with State standards will be used to assess student performance, diagnose students' needs and help teachers to revise instructional strategies. We will use the District Periodic Assessments as formative assessments to help drive our instruction. We will follow the tenets of the District's Math Instructional Guide in our math instruction and assessment to provide a balanced math curriculum focused on conceptual understanding, procedural skills, and problem solving.</li> <li>-Both formative and summative data will be used to plan for and monitor student outcomes, assess students' progress, and to ensure that students are on track to meeting rigorous performance standards and to achieve at proficiency levels.</li> </ul>
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<sup>1</sup> [http://www.envisionmathca.com/media/2007-08\\_enVisionMATH\\_RCT.pdf](http://www.envisionmathca.com/media/2007-08_enVisionMATH_RCT.pdf)

**The Hillcrest Center for Enriched Studies**  
**Science Curriculum for Grades K-5**

All students at Hillcrest Center for Enriched Studies will receive extensive exposure to a comprehensive science curriculum that will allow them to become scientifically literate in today’s ever-expanding scientific world. As endorsed by the National Science Education Standards and mandat the California Science Standards, students will be instructed in the Physical, Life and Earth/ Sciences.

In 2009, at Hillcrest Drive Elementary only 12.7% of fifth grade students tested scored proficient or advanced.<sup>1</sup> In order to change this, at Hillcrest [Center for Enriched Studies](#), introduction to the science curriculum will begin in Pre-Kindergarten and continue consecutively through the Fifth g Students at [Hillcrest](#) Center for Enriched Studies awill receive instruction using the Full Option Science System (FOSS), supplemented with Activities Integrating Math & Science (AIMS), **Carolina Biological Science for Children**, as well as other teacher developed materials. All student also work with Iridescent, a non-profit organization that partners Engineers as teachers with school communities including students, parents, family, and teachers. Our APPROACH is to use a three-pronged strategy of teaching about cutting edge science, using powerful mentors and enlisting s parental involvement.<sup>2</sup>

<p><b>Physical Sciences:</b> Students will develop essential knowledge and skills, specific for each grade level, in the area of physical science. Students will learn that properties of materials can be observed, measured, and predicted, materials come in different forms (states), including solids, liquids, and gases, the motion of objects can be observed and measured, energy and matter have multiple forms and can be changed from one form to another and elements and their combinations account for all the varied types of matter in the world. Students will learn that light has a source and travels in a direction, electricity and magnetism are related effects that have many useful applications in everyday life.</p> <p><b>Life Sciences:</b> Students will develop essential knowledge and skills, specific for each grade level, in the area of life science. Students understand that different types of plants and animals inhabit the earth, plants and animals meet their needs in different ways, plants and animals have predictable life cycles, and adaptations in physical structure or behavior may improve an organism’s chance for survival. All organisms need energy and matter to live and grow, living organisms depend on one another and on their environment for survival, and plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.</p> <p><b>Earth/Space Sciences:</b> - Students will develop essential knowledge and skills, specific for each grade level, in the area of Earth/Space Science. Students understand that Earth is composed of land, air, and water Weather can be observed, measured, and described, earth is made of materials that have distinct properties and provide resources for human activities. Students know that objects in the sky move in regular and predictable patterns, the properties of rocks and minerals reflect the processes that formed them, waves, wind, water, and ice shape and reshape Earth's land surface, water on Earth moves between the oceans and land through the processes of evaporation and condensation, energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns and that the solar system consists of planets and other bodies that orbit the Sun in predictable paths.</p> <p><b>Investigation and Experimentation:</b> Students will apply the inquiry process during investigations and experimentations. Students will learn that asking meaningful questions and conducting careful investigations make Scientific progress. Students will use habits of mind strategies to develop their own questions as they perform investigations.</p>		
<p><b>Research/Track Record for Instructional Strategies and Materials</b>          -FOSS is a research-based science curriculum for grades K—8 developed at the Lawrence Hall of Science, University of California at Berkeley.          -FOSS is also an ongoing research project dedicated to improving the learning and teaching of science.          -The proposed curriculum has been “designed for all students to develop critical basic knowledge and basic skills, interests, and habits of mind that will lead to productive efforts to learn and understand the subject more deeply”<sup>3</sup> a philosophy authored and endorsed by the Board on Science Education (BOSE), the Center for Education (CFE), and The Division of Behavioral and Social Sciences and Education (DBASSE)</p>	<p><b>Pedagogy/Instructional Strategies to Address the Learning Needs of All Students</b>          -Integration of science throughout the thematic units          -A thorough and strong conceptual foundation of scientific knowledge          -Significant opportunities for hands on exploration and investigation          -Instruction that builds on the students’ conceptual knowledge          -Activities that promote scientific skill development          -Curriculum presented in a variety of modalities that include the learning styles of all students and specifically addresses the needs of Special Education, Gifted, and at-risk students or students requiring additional interventions and supports          -Culturally Relevant and Responsive Education in Science that recognizes the scientific contributions from individuals of all ethnic origins          -Experiences that promote positive attitudes toward science and careers in science          -Building cognitive academic language          -Graphic Organizers          -SDAIE Strategies          -Application of higher order thinking skills          -Technology integration</p>	<p><b>Assessment and Intervention</b>          -Formative classroom assessments aligned to the state standards will be used in the classroom to diagnose areas of weakness, plan standards-base lessons, differentiate instruction, and group students according to their needs.          -Program assessments that are aligned with state standards will be used to assess student performance, diagnose students’ needs, and help teachers to revise instructional strategies.          -Both formative and summative data will be used to plan for and monitor student outcomes, assess students’ progress, and to ensure that students are on track to meeting rigorous performance standards and to achieve at proficiency levels.          -Intervention for all learners will be provided before school, during school, and after school through various academic programs.</p>

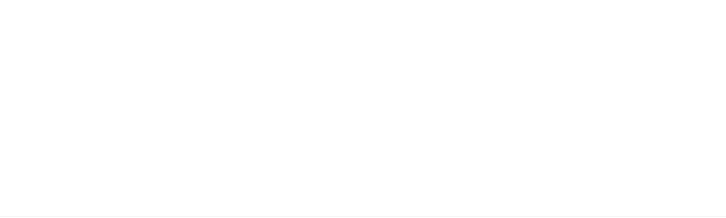
**The Hillcrest Center for Enriched Studies**  
**SOCIAL STUDIES CURRICULUM MAP OVERVIEW FOR GRADES K-5**

The basic goal of our social science program will be to provide students with the foundational knowledge, skills, and attitudes they will need to function as informed citizens in a culturally diverse and interdependent world and to participate and compete in a global economy. To achieve this our students will need **Knowledge and Cultural Understanding** - incorporating learnings from history and the other humanities, geography, and the social sciences; **Democratic Understanding and Civic Values** - incorporating an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities; and **Skills Attainment and Social Participation** - including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship.

<p><b>Scope and Sequence:</b>  <b>Kindergarten—Learning and Working Now and Long Ago</b>  <ul style="list-style-type: none"> <li>• Learning to Work Together</li> <li>• Working Together: Exploring, Creating, and Communicating</li> <li>• Reaching Out to Times Past</li> </ul>   <b>Grade One—A Child’s Place in Time and Space</b>  <ul style="list-style-type: none"> <li>• Developing Social Skills and Responsibilities</li> <li>• Expanding Children’s Geographic and Economic Worlds</li> <li>• Developing Awareness of Cultural Diversity, Now &amp; Long Ago</li> </ul>   <b>Grade Two—People Who Make a Difference</b>  <ul style="list-style-type: none"> <li>• People Who Supply Our Needs</li> <li>• Our Parents, Grandparents, and Ancestors from Long Ago</li> <li>• People from Many Cultures, Now and Long Ago</li> </ul> </p>	<p><b>Grade Three—Continuity and Change</b>  <ul style="list-style-type: none"> <li>• Our Local History: Discovering Our Past and Our Traditions</li> <li>• Our Nation’s History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend</li> </ul>   <b>Grade Four—California: A Changing State</b>  <ul style="list-style-type: none"> <li>• The Physical Setting: California and Beyond</li> <li>• Pre-Columbian Settlements and People</li> <li>• Exploration and Colonial History</li> <li>• Missions, Ranchos, and the Mexican War for Independence</li> <li>• Gold Rush, Statehood, and the Westward Movement</li> <li>• The Period of Rapid Population Growth, Large-Scale Agriculture, and Linkage to the Rest of the United States</li> <li>• Modern California: Immigration, Technology, and Cities</li> </ul> </p>	<p><b>Grade Five—United States History and Geography: Making a New Nation</b>  <ul style="list-style-type: none"> <li>• The Land and People before Columbus</li> <li>• Age of Exploration</li> <li>• Settling the Colonies –The Virginia Settlement – Life in New England –The Middle Colonies</li> <li>• Settling the Trans-Appalachian West</li> <li>• The War for Independence</li> <li>• Life in the Young Republic</li> <li>• The New Nation’s Westward Expansion</li> <li>• Linking Past to Present: The American People, Then and Now</li> </ul>   <p style="text-align: right;"><a href="http://www.cde.ca.gov/be/st/ss/">http://www.cde.ca.gov/be/st/ss/</a></p> </p>
<p><b>Social Studies Program and Research/Track Record</b>  The district adopted <i>Scott Foresman Social Studies series</i> authorship team was comprised of researchers and educators in the field of social studies education. Scott Foresman authors have been involved in research that includes curriculum design, curriculum implementation, instructional trends and methodologies, assessment, and teacher training. Each expert author, as well as an impressive array of content consultants and teacher advisors, was directly involved in the development of <i>Scott Foresman Social Studies</i>, ensuring that the program incorporated the most current research and proven best practices for effective social studies instruction.</p> <p>The curriculum for HCES is based upon the California State Standards adopted by the California Board of Education in 2000. The balanced approach to literacy learning has been researched and proven by numerous education researchers (M. Pressley, 2002; C. Weaver, 1998; Hoffman et al, 1998; Jones, Rasmussen and Moffit, 1997; Pressley, Rankin, Yokoi, 1996; Allington, Guice, Michelson, Baker and Li, 1996). Thematic, project based learning has increased student achievement scores, student problem solving capabilities, and student</p>	<p><b>Pedagogy/Instructional Strategies to Address the Learning Needs of All Students</b>  <ul style="list-style-type: none"> <li>-Technology including the “digital path” DVD and online lessons</li> <li>-Literature including biographies and culturally relevant literature</li> <li>-Use reading comprehension strategies and skills</li> <li>-Investigations and discovery learning</li> <li>-Building academic language in social studies including word walls</li> <li>-Graphic organizers/Timelines</li> <li>-Project-based learning/hands-on Field trips, role playing, debates, artifacts, community service</li> <li>-SDAIE strategies</li> <li>-Real world applications</li> <li>-Culturally responsive pedagogy</li> <li>-Application of higher order thinking</li> <li>-Interdisciplinary connections in science, art, math, music and literacy</li> <li>-Assessments (including quizzes, tests, inquiry</li> </ul> </p>	<p><b>Assessment and Intervention</b>  <ul style="list-style-type: none"> <li>-Formative classroom assessments aligned to the State standards will be used in the classroom to diagnose areas of weakness, plan standards-based lessons, differentiate instruction and group students according to their needs.</li> <li>-Publisher and Teacher Created Periodic Assessments that are aligned with State standards will be used to assess student performance, diagnose students’ needs and help teachers to revise instructional strategies.</li> <li>-Both formative and summative data will be used to plan for and monitor student outcomes, assess students’ progress, and to ensure that students are on track to meeting rigorous performance standards and to achieve at proficiency levels.</li> </ul> </p>

motivation. (New American Schools Development Corp, 1997; RAND Corporation, 1999).

investigations, biography study, student demonstrations, observations)





	<b><i>Physical Sciences</i></b>	<b><i>Life Sciences</i></b>	<b><i>Earth/Space Sciences</i></b>
<b>Kindergarten</b>	Properties of materials can be observed, measured, and predicted.	Different types of plants and animals inhabit the earth.	Earth is composed of land, air, and water.
<b><i>FOSS-K</i></b>	<i>Wood and Paper</i>	<i>Animals Two by Two, Trees</i>	<i>Wood and Paper, Trees</i>
<b>First Grade</b>	Materials come in different forms (states), including solids, liquids, and gases.	Plants and animals meet their needs in different ways.	Weather can be observed, measured, and described.
<b><i>FOSS-1</i></b>	<i>Solids and Liquids, Air and Weather</i>	<i>Plants and Animals</i>	<i>Air and Weather</i>
<b>Second Grade</b>	The motion of objects can be observed and measured.	Plants and animals have predictable life cycles.	Earth is made of materials that have distinct properties and provide resources for human activities.
<b><i>FOSS-2</i></b>	<i>Balance and Motion</i>	<i>Insects and Plants</i>	<i>Pebbles, Sand, and Silt</i>
<b>Third Grade</b>	1. Energy and matter have multiple forms and can be changed from one form to another. 2. Light has a source and travels in a direction	Adaptations in physical structure or behavior may improve an organism's chance for survival.	Objects in the sky move in regular and predictable patterns.
<b><i>FOSS-3</i></b>	<i>Matter and Energy</i>	<i>Structures of Life</i>	<i>Sun, Moon, and Stars</i>
<b>Fourth Grade</b>	Electricity and magnetism are related effects that have many useful applications in everyday life.	1. All organisms need energy and matter to live and grow. 2. Living organisms depend on one another and on their environment for survival.	The properties of rocks and minerals reflect the processes that formed them. Waves, wind, water, and ice shape and reshape Earth's land surface.
<b><i>FOSS-4</i></b>	<i>Magnetism and Electricity</i>	<i>Environments</i>	<i>Solid Earth</i>
<b>Fifth Grade</b>	Elements and their combinations account for all the varied types of matter in the world.	Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.	1. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. 2. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. 3. The solar system consists of planets and other bodies that orbit the Sun in predictable paths.
<b><i>FOSS-5</i></b>	<i>Mixtures and Solutions</i>	<i>Living Systems</i>	<i>Water Planet</i>



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<p><b>Scope and Sequence:</b></p> <p><b>Kindergarten—Learning and Working Now and Long Ago</b></p> <ul style="list-style-type: none"> <li>• Learning to Work Together</li> <li>• Working Together: Exploring, Creating, and Communicating</li> <li>• Reaching Out to Times Past</li> </ul> <p><b>Grade One—A Child’s Place in Time and Space</b></p> <ul style="list-style-type: none"> <li>• Developing Social Skills and Responsibilities</li> <li>• Expanding Children’s Geographic and Economic Worlds</li> <li>• Developing Awareness of Cultural Diversity, Now &amp; Long Ago</li> </ul> <p><b>Grade Two—People Who Make a Difference</b></p> <ul style="list-style-type: none"> <li>• People Who Supply Our Needs</li> <li>• Our Parents, Grandparents, and Ancestors from Long Ago</li> <li>• People from Many Cultures, Now and Long Ago</li> </ul>	<p><b>Grade Three—Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• Our Local History: Discovering Our Past and Our Traditions</li> <li>• Our Nation’s History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend</li> </ul> <p><b>Grade Four—California: A Changing State</b></p> <ul style="list-style-type: none"> <li>• The Physical Setting: California and Beyond</li> <li>• Pre-Columbian Settlements and People</li> <li>• Exploration and Colonial History</li> <li>• Missions, Ranchos, and the Mexican War for Independence</li> <li>• Gold Rush, Statehood, and the Westward Movement</li> <li>• The Period of Rapid Population Growth, Large-Scale Agriculture, and Linkage to the Rest of the United States</li> <li>• Modern California: Immigration, Technology, and Cities</li> </ul>	<p><b>Grade Five—United States History: A New Nation</b></p> <ul style="list-style-type: none"> <li>• The Land and People before Columbus</li> <li>• Age of Exploration</li> <li>• Settling the Colonies –The Virginia Colonies –The Middle Colonies</li> <li>• Settling the Trans-Appalachian West</li> <li>• The War for Independence</li> <li>• Life in the Young Republic</li> <li>• The New Nation’s Westward Expansion</li> <li>• Linking Past to Present: The American West</li> </ul> <p align="right"><a href="http://www.cde.ca.gov/be/st/ss/">http://www.cde.ca.gov/be/st/ss/</a></p>
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<p><b>Social Studies Program and Research/Track Record</b></p> <p>Scott Foresman Social Studies is a district adopted social studies program that helps every child become an active, involved, and informed citizen. The series provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill. With rich content that captures students' imaginations and built-in reading and vocabulary instruction, our students will not only be learning, they'll be preparing for success on high-stakes state tests. Plus, exciting lessons from Colonial Williamsburg, the nation's largest living history museum, will afford our students</p>	<p><b>Pedagogy/Instructional Strategies to Address the Learning Needs of All Students</b></p> <ul style="list-style-type: none"> <li>-Technology including the “digital path” DVD and online lessons</li> <li>-Literature including biographies and culturally relevant literature</li> <li>-Use reading comprehension strategies and skills</li> <li>-Investigations and discovery learning</li> <li>-Building academic language in social studies including word walls</li> <li>-Graphic organizers/Timelines</li> <li>-Project-based learning/hands-on Field trips, role playing, debates, artifacts, community service</li> <li>-SDAIE strategies</li> <li>-Real world applications</li> <li>-Culturally responsive pedagogy</li> <li>-Application of higher order thinking</li> <li>-Interdisciplinary connections in science, art, math, music and literacy</li> </ul>	<p><b>Assessment and Intervention</b></p> <ul style="list-style-type: none"> <li>-Formative classroom assessments aligned with standards-based lessons, differentiate in according to their needs.</li> <li>-Publisher and Teacher Created Periodicals aligned with State standards will be used for performance, diagnose students’ needs ; instructional strategies.</li> <li>-Both formative and summative data will be used to monitor student outcomes, assess student progress that students are on track to meeting rigor and to achieve at proficiency levels.</li> </ul>
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<p>unique opportunities to connect with the past.</p> <p>The <i>Scott Foresman Social Studies series</i> authorship team was comprised of recognized researchers and educators in the field of social studies education. Among their many accomplishments, Scott Foresman authors have been involved in research that includes curriculum design, curriculum implementation, instructional trends and methodologies, assessment, and teacher training. Each expert author, as well as an impressive array of content consultants and teacher advisors, was directly involved in the development of <i>Scott Foresman Social Studies</i>, ensuring that the program incorporated the most current research and proven best practices for effective social studies instruction.</p> <p>The curriculum for The Center for Enriched Studies at Hillcrest is based upon the California State Standards adopted by the California Board of Education in 2000. The balanced approach to literacy learning has been researched and proven by numerous education researchers (M. Pressley, 2002; C. Weaver, 1998; Hoffman et al, 1998; Jones, Rasmussen and Moffit, 1997; Pressley, Rankin, Yokoi, 1996; Allington, Guice, Michelson, Baker and Li, 1996). Thematic, project based learning has increased student achievement scores, student problem solving capabilities, and student motivation. (New American Schools Development Corp, 1997; RAND Corporation, 1999).</p>	<p>- Assessments (including quizzes, tests, inquiry investigations, biography study, student demonstrations, observations)</p>	
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## **Research Strategies to Meet the Needs of All Students**

### **Students with disabilities**

- Deliver systematic and explicit instruction that emphasizes phonemic awareness, decoding, phonics, word recognition, vocabulary, and reading comprehension
- Provide a safe environment which encourages students to talk and ask questions
- Use a wide variety of ways to explain a concept or assignment
- Provide tutoring before, during, and after school
- Allow students to show what they know in a variety of ways, such as projects, oral presentations etc.
- Provide students with disabilities the needed accommodations or modifications per their Individualized Education Plan (IEP).

### **English Learners** (Barriers to Meaningful Instruction for Els Meyer, 2000; and ELA Frameworks for California Public Schools, 2004; Echevarria, Vogt, & Short, 2008):

- Pre-teach, teach and re-teach essential elements of the lesson, such as academic vocabulary, background information, and language structure
- Create classroom conditions that foster learning by modeling, scaffolding, and helping students construct understanding
- Access prior knowledge to help students acquire new learning
- Use visuals and clues to help students understand new concepts
- Use the Sheltered Instruction Observation Protocol (SIOP) model to help students access the core content
- Deliver direct, explicit, and systematic instruction in reading, writing, English phonology, morphology, syntax, grammar, and semantics to guide students in their learning
- Provide students with abundant opportunities in oral language and speaking activities to process new information
- Build personal relationships with students, family and community to build trust and respect

### **Standard English Learners (SEs):**

- Explicitly teach Standard English within the context of the lesson
- Use Thinking Maps to compare Standard English to Informal English
- Model the difference between grammatically correct and incorrect statements
- Provide opportunities for students to use Standard English
- Deliver culturally relevant and responsive instruction

### **Migrant and Homeless Students:**

- Address identified needs based on the Family Questionnaire completed at enrollment. Design and implement an Individualized Response Plan.
- Provide a safe and trusting learning environment
- Provide case management to reach homeless and migrant students via the Pupil Service Attendance (PSA) counselor
- Train the school staff and parents on the Migrant Education Program and services for homeless children and their families

### **Students with Poverty:**

- Create a safe and trusting environment
- Model concrete strategies for learning and appropriate behavior (Caine, 2000)
- Provide cooperative learning and shared decision making opportunities such as project-based learning (Kovalik and Olsen, 1998)
- Model ways to construct broader concepts from pieces of information
- Access prior knowledge to help students acquire new learning
- Make learning exciting and relevant
- Identify and address the learning styles of students (Brauldi, 2000)
- Use Thinking Maps and graphic organizers to help students organize, integrate and retain information (Fogarty, 1997)

HCES will support the needs of all students through the utilization of the Response to Instruction and Intervention (RtI<sup>2</sup>) framework. RtI<sup>2</sup> is a systemic multi-tiered framework that guides the development of a well-integrated and

seamless system of instruction and intervention that is matched to student need and directed by student outcome data from multiple measures. In a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based, and aligned to grade-level content standards.

Because literacy skills are fundamental to student achievement, all students will be given universal screens at the beginning of the school year, such as Consortium on Reading Excellence (CORE).

**(Tier 1) All students** will receive quality core instruction (Tier 1). Teachers will provide high-quality, standards-based instruction. Teachers will engage students using effective strategies and techniques as indicated in sections (a & b).

**(Tier 2) Strategic “At Risk” Students:** Students identified by universal screens or who fail to make grade-level benchmarks on ELA or math periodic assessments will receive Tier 2 differentiated instruction and intervention. Support for students will address targeted needs and the timely acquisition of concepts and skills.

To provide additional assistance to identified students, teacher assistants will work with students under the guidance of the teacher in small groups. To monitor student progress, teachers will assess students using appropriate assessments. All identified students will be expected to reach benchmark in targeted grade level standards after 6 weeks of Tier 2 intervention.

**(Tier 3) Intensive “At Risk” Students:** Teachers will work with students identified as needing intensive intervention (Tier 3) either independently or in small groups for 40 minutes a day, on highly focused instruction. Student progress will be monitored closely to evaluate the effectiveness of the instruction and intervention. Teachers will assess students on a weekly basis using appropriate assessments. Teacher assistants will work with students under the direction of the teacher in the areas of need. Tier 3 students will be assigned to daily reading labs where teachers will help them with systematic instruction. In addition, classroom teachers, Beyond the Bell agencies, and staff members from LA’s Best program will tutor students after school in identified area(s) of need. Students identified in Tier 3 will be expected to master the benchmark grade level standards after 6 weeks of intensive intervention. Most Tier 3 first graders and selected second graders will be assigned to the Reading Recovery Program (RRP) where they will work for 30 minutes daily on individualized reading lessons with a Reading Recovery teacher. Reading Recovery students are expected to reach grade level and exit the RRP after 12-17 weeks of instruction.

d. **Accelerated Learning:** Students identified gifted, intellectually or by achievement, talented, and identified potentially gifted by their teachers will be provided accelerated and enriched instruction during (Tier 1) instruction and during daily Enrichment Labs.

- Teachers will enhance the curriculum to provide the gifted students with high quality differentiated opportunities for learning and give them opportunities to make choices
- Students will create or select their own projects, select their own topics to research, and present their projects and research papers to others
- Teachers will be provided professional development on how to make changes in the pacing, levels of complexity, and depth of instruction.
- A committee will be formed to review how to identify gifted and talented students, especially students with disabilities, diverse, racial, socio-economic, linguistic and cultural backgrounds, and to prepare the paper work to have the students assessed for intellectual ability, screened for academic achievement and talent.
- Teachers will provide an accelerated education that challenges students and keeps their interest in school and learning.
- The most effective way of grouping students will be explored to best meet their needs.

e. **Instructional Strategies:** Academic engaged time is a strong predictor of student achievement in all grade levels. To effectively engage students and address the needs of all learners, EL’s, SEL’s, students with disabilities,

students of poverty, and gifted students, teachers will use the following culturally relevant instructional and research based access strategies (LAUSD Language Acquisition Branch):

**1. Instructional Conversations-discussion-based lessons:**

Students participate in interactive discussions and use complex academic vocabulary and language to convey ideas. Activities that lend themselves to classroom discussions are the following: Handing off, Reciprocal Learning, Student Led Conferences, Think Pair Share, Pull out and talk/write, Group work on Concept Question board and Clues, Problems and Wonderings.

**2. Cooperative and Communal Learning Environments:**

Students work collaboratively and cooperatively to accomplish learning goals through inquiry and project based learning, readers theatre, science experiments, and research based presentations.

**3. Advanced Graphic Organizers:**

Students use Thinking Maps and graphic organizers to construct knowledge, to organize thinking, to visualize abstract concepts, and to gain a clear understanding of content standards

**4. Academic Language Development:**

Students use academic language to communicate and write effectively. Academic language is acquired through explicit instruction, modeling, scaffolding and practice.

## **Attachment 13: Details of Parent and Community Engagement**

### **a. Identification**

The school is located in the center of low-rent high-density apartments. Hillcrest Drive Elementary is located in the Crenshaw District, a predominantly African American and Latino American urban area of Los Angeles. This neighborhood, officially named Baldwin Village, has been labeled *The Jungle*. Originally nicknamed so because of the lush tropical vegetation that once encompassed the area, *The Jungle*, is now known for its supplementary definition, a neighborhood where one has to fight against gang violence, drugs, racial tensions, and poverty for survival.

Hillcrest CES is a PHABAO and Title 1 school that reflects the changing demographics of the city of Los Angeles. A closer look at our student population reveals that: 8% of the students receive special education services; 36% are English Learners (EL); 1% gifted and talented; and based on the free/reduced lunch program 92% are identified as economically disadvantaged. The school has a student transience rate of 43%. (LAUSD.NET)

**Community Assets:** These services and resources we have access to in the community.

- The Baldwin Hills Mall
- Magic Johnson Theatre
- Los Angeles Fire Department
- Los Angeles Public Library
- Lula Washington Dance Theatre
- Debbie Allen Dance Academy
- Medical clinics
- Urban League
- Jim Gilliam park

Community members and former students work in the school as aides, teachers, support staff and LA's Best employees.

Hillcrest CES graduates primarily feed into Audubon Middle School, Dorsey High and Crenshaw High.

### **Our Team's History and Experience in the Community:**

Hillcrest CES has been a bridge between parents and community to provide resources and a central point of information within the community. Hillcrest CES has hosted:

- **Community Fairs** that provided community resources such as health screening, job opportunity, and science-based family activities.
- **Math and Literacy Nights** - the parents participated in workshops gaining strategies and

resources to improve their child(ren) math and literacy skills.

- **Career Day** - members of the community are invited to share information about their careers with the students
- **Writer's Fair** - students share their writings
- **Food drives** - canned food collected and distributed to needy families in the community

We are providing the following services to combat the violence in the neighborhood brought on by the proliferation of the Black P. Stone gang and the obstacles faced by students such as low socioeconomic status and to service the needs of the high numbers of English-language learners.

The services provided to the community are:

- **L.A.Best** after school enrichment program that provides adult supervision for children during the critical hours between 3 p.m. and 6 p.m. neighborhoods most vulnerable to gangs, drugs, crime.
- **Second Chance Breakfast** provides another opportunity during the day for children to receive breakfast if they missed the 7:30 a.m. breakfast time.
- **Safe Passage** provides before school and after school patrolling to ensure children are getting to school and home safely.
- **Resources** such as shelter referrals for homeless families, clothing and food give away.
- **Counseling** services for families in need. Psychologists, counselors, psychiatric social workers provided for students. In addition we have a partnership with **Kedren Mental Health** facility, which provides services for students and families that are beyond the help of the classroom. Kedren has 50 years of experience in serving children with emotional and academic needs. Kedren offers comprehensive programs and services for children experiencing serious or persistent mental illness or emotional disturbances. [www.kcgclients.com](http://www.kcgclients.com)
- **School Bell** provided uniforms, shoes, and backpacks for students

#### **b. Family and Community Engagement**

Now, more than ever it is vital for the teaching profession to work in partnership with parents, community, and all stakeholders to become involved in a vigorous, social and academic movement to improve the quality of teaching and learning experience for all students and educators alike. Research confirms that parents and families provide the primary and most essential educational environment for children when parents, schools, and community are partners in their children's education. This joint effort by schools, parents, and communities, according to research, will undoubtedly result in high academic achievement by students. Furthermore, research also confirms that, regardless of the economic, racial, or cultural background of the family, when parents are partners in their children's education, this yields better school attendance, reduced dropout rates, and decreased delinquency.

Family and community engagement will be an essential component of Hillcrest Drive Center for Enriched Studies. Hillcrest will support parents making them active partners in their children's education by providing them with numerous opportunities to become involved at the school site.

**Empowering Parents-As-Partners** acknowledges parents as a vital link in the school community and empowers them to play a key role in the education of our students. Tenet IV of the Los Angeles Unified School District's *Action Plan for a Culturally Relevant Education that*

*Benefits African American Students and All Other Students* calls for substantive engagement and involvement of African American, Latino, and other parents in the education of their children. Hillcrest will expand its **Parent Information Center (PIC)** to provide a comfortable space for parents when they visit the school, to give information about the school's academic and support services offered in house and in the community. PIC is operated parent representatives who attend bi-monthly workshops on student advocacy, leadership, homework assistance, and nutrition. These workshops are sponsored by the Academic English Mastery Program (AEMP) and facilitated by a SEL Specialist. The parent representatives will be responsible for bringing back information and materials to conduct workshops for other parents and community members, and to set up and maintain culturally relevant artifacts and realia in the Center. The Parent Information Center welcomes parents to work together to improve the school and to enhance student learning and development at school and at home.

As stated by Williams, D.L. & Chavkin, N.F. (1989), "Essential Elements of Strong Parent Involvement Programs Educational Leadership", p 47. 18-20, the more parents participate in schooling, in a sustained way, at every level in advocacy, decision-making and oversight roles, as fund-raisers and boosters as volunteers and para-professionals, and as home teachers-the better for student achievement. It is then of great importance that schools, parents, and communities alike become active participants and designers of every child's education. As part of the Hillcrest vision, the school is committed and dedicated to a full designing and implementation of a school, community, and family partnership program in which parents, community, and educators work collaboratively in providing a high quality and successful experience for every student. To help us achieve our vision, Hillcrest will provide different ways of developing parental and community support, which is inviting and innovating for our parents, community and the school. As a foundation for our vision, Hillcrest will implement a program which addresses six different types of parent, school, and community involvement as developed by Joyce Epstein of John Hopkins University: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community.

### **Goals of the Parent Center**

- To assist parents in becoming more involved as members of the school community.
- To provide information on a variety of subjects and areas of interest to parents.
- To allow parents to participate in various workshops that will enable them to help and support their children's learning.
- Recruit parent and community volunteers to help out in the school as venues that provide clerical and educational support such as: cutting, stapling, duplicating, covering books, helping out in the cafeteria, yard, restrooms, hallways, office, etc.
- To provide workshops in helping parents with student homework, positive discipline and praise, career orientation, parenting, school curriculum, and other parental support as needed.
- Invite parents to share their parenting experiences with other parents and to work with teachers and other school staff on school concerns.
- Provide technology classes for parents
- Family support programs to assist families with health, nutrition and other services.
- Use a parent survey to guide and create programs that meet the needs of the parents.

**2. Communicating:** Design effective forms of school-to-home communications about school programs and children's program.

- Conference with every parent or guardian on a regular basis
- Back-to-School Night
- Language translators to assist families as needed
- Use of notices, memos, phone calls, newsletters and other communications
- Coffee/dialogue with the principal once a month for informal conversations.
- Suggestion box
- Handbooks
- Orientation meeting at the beginning or prior to the school year
- Usage of different communication technologies: Internet, school website, message center, school marquee, school email, and Connect Ed.

**3. Volunteering:** Recruit and organize parent help and support. Parents and Communities can support the connections between families and schools in many ways. Parents and Communities can: Contribute to the education of our next generation through volunteer time. Parent & Members of the community and local businesses can support family involvement by broadening the learning environment. Volunteers can assist in the schools either for special events or on a regular basis through tutoring or mentoring. Family and community involvement will be developed and sustained in support of student development through all grades.

- "Parent Ambassadors", school and classroom volunteer program to help teachers, administrators, students and other parents.
- Parent center for volunteer work, meetings, and resources for families
- Parent Appreciation
- Coffee & doughnuts and reading with dad on Fridays (every other month).
- Muffins & tea and reading with mom on Fridays (every other month).
- Parents and community members participate in school-wide events and activities throughout the academic year.
- Back -to-School Night
- Math and Literacy Night
- Community Fair

**4. Learning at Home:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. As their children's first teachers, parents and families can:

Schedule daily homework time. Establish a time each day for your child to be engaged in academic work. Review it regularly. Provide a quiet, well-lighted place for study. Cut off TVs and radios. Also, discourage phone calls during work time. Encourage your child's efforts and be available for questions. Spend time discussing what she has learned.

While schools have the responsibility of assigning meaningful work, students have the responsibility to complete it. Time spent on academic work at home is directly related to achievement.

Read together. Read with your child and let them see you and older children read. Take your child to the library to get a library card and help them find books on their interests and hobbies.

Studies show that when parents read to their children or listen to them read on a regular basis, achievement improves. Taking the time to read with children is the most successful way to encourage kids to read and is critical to a child's education.

Use TV wisely. Establish a TV watching budget and help your child choose programs for viewing. Select programs to watch together and discuss.

Parents need to use TV wisely by both limiting the amount of viewing and helping children select educational programs. When chosen carefully, some television programs can help increase interest in learning.

Keep in touch with the school. Don't leave it up to the school to let you know how and what your child is doing. Stay aware of what your children are learning, what their assignments are, and how they are doing. Make a point of visiting the school and talking with the teachers. If you can't visit, schedule a phone call. Don't wait until there is a problem.

Research on the performance of students has shown that parents who are consistently informed about their children's progress can contribute to higher achievement. The partnership between parents and teachers is key to creating a climate at home and at school conducive to learning.

Offer praise and encouragement. Encourage your child to put in the time and effort to complete assignments, to work hard.

Encourage him to persevere. Cultivate a warm and supporting home atmosphere while also setting and enforcing standards for schoolwork.

Parents play a dominant role in influencing a child's confidence and motivation to become a successful learner. Parents should encourage children to complete assignments as well as introduce them to enrichment programs and outside experiences that will enhance their self-confidence and broaden their interests.

**5. Decision Making:** Give parents a voice in decisions—Hillcrest will open options for parents to become involved individually and collectively in making decisions about goals and standards for their children and their schools, and in the developing of parent leaders and representatives.

- Booster Club is an organization that is formed to contribute money for school supplies, and field trips, etc., through fundraisers.
- Active PTA or other parent organizations, advisory councils, or committees for parent leadership and participation.
- Through the school site council, parents will help design, implement, and revise the Single Plan for Student Achievement.
- School Site Council is also responsible for the alignment of budgets and resources.

- Independent advocacy groups to lobby and work for school reform and improvements.
- Networks to link all families with parent representatives.

**6. Collaborating with Community:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

- Information for students and families on community health, cultural, recreational, social support, and other program/services.
- Information on community activities that link to learning skills and talents, including summer programs for students.
- Grant-writing Committee that seeks out and writes grants to support school programs.
- School beautification, this committee plans and organizes projects to enhance the school environment, i.e., gardening, painting, and tree planting.
- School Safety, this committee works to improve the safety of students and staff at our school.
- Multicultural committee works to support the teachers by planning specific cultural celebrations, and planning multicultural performances.
- Yearbook committee creates and sells the yearbook representing all students, PK to 5th.

**The organizational structures that will be put in place to ensure frequent and ongoing engagement of parents will be the following:**

- The establishment of a Parent Center at the school site will ensure that parents have an inviting place to meet.
- The parent center will be staffed with a Community Representative who will assist the principal with maintaining ongoing communication between the parents/ community and the school (administration and staff).
- Establish a school Community Outreach team will consist of the Principal, Parent Center Director, Community Representative, PSA Counselor, Counselor, School Psychologist, Nurse, and Coordinators. They will maintain communication and provide services to the community to meet the unique needs and interest of the community to be served.

**Pillar in the Community:** Hillcrest vision for engaging itself as a pillar within the community is to provide services in whatever capacity possible, to the parents, community and students to meet their diverse emotional and academic needs. Strategies to get parents and community members involved in the decision-making process as outlined in the framework of our Family and Community Engagement Plan.



# Los Angeles Unified School District

## Local District 3

Administrative Offices: 3000 S. Robertson Blvd., Ste 100, Los Angeles, CA 90034  
Telephone (310) 253-7100 Fax (310) 842-9170

**Ramon C Cortines**  
Superintendent of Schools



**Michelle King**  
Superintendent, Local District 3

January 11, 2010

Members of the Board of Education  
Ramon Cortines, Superintendent  
Los Angeles Unified School District  
333 S. Beaudry Avenue, Floor 24  
Los Angeles, CA 90017

**RE: HILLCREST CENTER FOR ENRICHED STUDIES, LETTER OF SUPPORT**

Dear Members of the Board of Education and Superintendent Cortines:

I am writing to express my ardent support of the Hillcrest Center for Enriched Studies (HCES) proposal that is being submitted for your consideration and approval. The proposal allows Hillcrest Elementary School to remain an integral part of the Los Angeles Unified School District (LAUSD) in Local District 3 and in the Dorsey Family of Schools. The HCES plan focuses on creating a learning environment that prepares Hillcrest students to achieve and succeed in today's global society.

The Hillcrest Center for Enriched Studies philosophy, based on research, espouses that 1) learners differ in their needs, interests and learning styles; 2) students learn better in smaller environments that are safe and secure; and 3) when given choices, student commitment to learning is greater, resulting in higher achievement. The HCES structure allows students to experience an academy design where they are taught based on their learning style, interest or needs. Each academy teaching staff will design its own standards-based curriculum and instructional program, using state-approved materials adopted by the LAUSD Board of Education. They will use formative and summative data to guide high-quality instruction, supporting "good first teaching", and interventions for students. To address the achievement and proficiency gaps, teachers will embed appropriate research-based strategies to address the needs of English learners and Standard English Learners. All components of a successful school have been addressed.

Each stakeholder group has made significant efforts to ensure community-wide involvement, capturing insights and different perspectives in developing the HCES proposal. Also, school staff has held multiple meetings with students and parents to co-construct the vision and mission for the Hillcrest Center for Enriched Studies.

I enthusiastically support the **Hillcrest Center for Enriched Studies'** comprehensive instructional plan designed to improve the lives of all students, preparing them for a competitive world.

Sincerely,

A handwritten signature in blue ink that reads "Michelle King". The signature is fluid and cursive, with a large loop at the end.

Michelle King, Superintendent  
Local District 3

## Support the Hillcrest Family

Hillcrest Drive Elementary/CES is one of the twelve schools up for bid under the plan designed by Superintendent Cortinez. Privatization will only hurt the students in our community. Support the teachers, students and parents of Hillcrest as we strive to reform our school. Together, we can make a difference.

Printed Name	Signature	Address	Comment	Date
FEED BACK	[Signature]	2022 COLUMBIA		10/17/09
SIRICIA	[Signature]	42024 COLLEEN ST #4		10/17/09
DENTSE DAVIS	[Signature]	121 W 8th Ave LA 90083		10/17/09
SITHON LOWMEYER	[Signature]	2327 MARSHFIELD BL LA 90030		10/17/09
Sharon Hahn	[Signature]	1125 COLEMAN 608 Arroyo CA 90014		10/12/09
Shannon Brunske	[Signature]	5730 W 25th St 214 CA 90018		
Sharon	[Signature]			
Kelli Mae	[Signature]	1041 W 55th St A	Love the Teachers	10-12-09
Sonya Shapiro	[Signature]	1176 Oage W 21 9th		10/17/09
DELETTA JOHNSON	[Signature]	P.O. BOX 5303 ANN ARBOR CA 90049		10/17/09

Printed Name	Signature	Address	Comment	Date
	Joe De Jesus	1101 W 45 Street		10/17/09
Westin Wences	Justin Wences	11480 MT Palomares - Las Vegas		
Ammirica	ALCANTARA	861 Albeville place		
Yvonne Chivers	Yvonne Chivers	1311 W. N. L. Kings Blvd	SPRUE Hillcrest BLVD.	10/17/09
Bonnie Holby	Bonnie Holby	17311 Middlefield Pl		10/17/09
Barron Baskett	PIT	14029 Dallas St Lancaster		10/17/09
Pat Willis	Pat Willis	3710 W. Adams Blvd	Save Hillcrest	10/17/09
DAVIDE EBY	DAVIDE EBY	4400 W. Adams Blvd		10/17/09
Doris Aaron	Doris Aaron	57049 Fremont Dr		10/17/09
Leroy Attil	Leroy Attil	13045 North Farnmade	Save the School!	10/17/09
Doris Collins	Doris Collins	577 EVERETT ST	do the night thing	10/17/09
Linda White	Linda White	831 W 5nd st 90031		10/17/09
FARMER	FARMER	4158 Buckingham Rd	Save Hillcrest	10/17/09
Ed de Reynosa	Ed de Reynosa	1504 Emmer Campbell Ct 90022		
ANDRA WILLIAMS	ANDRA WILLIAMS	2952 Brykman Ln	MUSIC	10/17/09
Shelley Thompson	Shelley Thompson	3500 12th St Apt A	Save Hillcrest	10/17/09
		3536 Edge Hill Dr		10/17/09

Printed Name	Signature	Address	Comment	Date
Silva		2096 VA WIDE ST LA CA 90037		10/17/09
Agatha Bot		1646 Serrano Ave		
Kous Suro		908 Confield Ave #		
Brenda Jackson		453 Serrano Blvd		
Bridgeta Traven		1148 W. 9th St		
Mary Brown		1702 W 4th St		
Gail Bonon		12233 Malone St LA 90066		10/17/09
Lisa Zeno		4716 AUGUST ST #1 LA 90009		
Dee Coley		4801 Dan Marshall Ave LA 90008		
Allene Williams		10553 Center Ave LA 90023		
Sir Sammie		4121 West 13th St LA 90008		10-17-09
April Clark		2616 Westview St LA 90008		
Debbie Jones		5114 Long Beach Blvd LA 90002		
Ala Washman		863 W. Raymond St Compton Ca 90120		
Frank Walker		4329 Leona LA 90008		10-17-09
Brian Farrell		4024 W 16th St LA CA		10-17-09



Printed Name	Signature	Address	Comment	Date
Sarah Mearns		1419 W 179th St		10-17-09
Immaculata Baker		12020 Hoffmeyer St #104 SHELTON BRIDGE		10-17-09
Jewel Leak		17259 Victory Blvd Van Nuys, CA 91406		
Albert Alexander		93045 10th Rowland		
Chrysem Brown		37317 Sist Street East		
Brenda Dale		2209 N Victoria Rd Palmdale Springs CA 93262 1859 S NICHOLSON AVE LA CA 90019		10/17/09
EDITHA HENDERSON		28998 Virginia Rd NAPA CA 94556		
Patrice Bell		2813 S Cochran Ave 90216	pellhambomb07@yahoo.com.	
JAMES HARVEY		1565 W. ANTON AVE.	TRUCKERS @ YAHOO.COM	10/17/09
Harvey Cecil		11145 W 5th St	90222	
RA JAE JAVAN		1519 N 57th St LACA		10-17-09
ROBIN BROWN		6553 PACHECANE LACA		10/17/09
William Brown		4224 N. GATEWAY Dr 91303		
PARKER HUBBARD		53111 Wilcox Dr		10/17/09
David J. Galt		39111 Galt Blvd 91411		

## Support the Hillcrest Family

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Printed Name	Signature	Address	Comment	Date
Virginia Martin		3607 W 63rd St #2	Save our School!	10/18
Yessica J. S. Hammond		3800 Creminshaw Bl. L.A.		
Michael Pate		6401 68th Ave 90043	Save our school	10/18/09
Alvia Horzo		<del>57121</del> Stacker Ave	Save our School	10/15/09
Arcelia Alvarez		11 Cr	Save our School	10/15/09
Khadija Shah		2930 W. Imperial	save our school	10/17/09
Andrea Christian		8901 S. Holladay		10-17-09
Sha-Sha Freeman		4729 Tacang st	SAVE our School	10/17/09
Allen Smith		2907 12th Ave	Save!	10/17/09
Pamela Ellis		8724 Sweet Mountain Hwy	Save our school	10-17-09

Printed Name	Signature	Address	Comment	Date
Veronica Sparks		P.O. Box 9788 Washington DC		10/17/09
Beaudy Soto		3844 Potomac #10 LA 90008		10/17/09
Leoni O'Sullivan		3544 Potomac #10 LA 90008		10/17/09
Manuela Byrd & M. L. Byrd		1727 Leighton LA 90062		10-17-09
L. Boston		3324 Hill Park Dr. IL 60325		10/17/09
Pat Dosa		15383 S. Emerald St. 90223		10/17/09
M. Adkins		14445 S. STANLEY AVE 3815 42nd West St		10/17/09
Paul Maxwell		3310 Brentwood 90025		10/17/09
Jelle Mas		1041 W 55th St.		10/17/09
Theresa Johnson		P.O. Box 3548 Canton OH 43021		10/17/09
Deborah Hamitt		35218 Fr. Ave. Virginia		10/17/09
ANDREW HAZEN		5450 S. MAISON #7 90232		10/17/09
TANYA BRYANT		130 E 73rd St. LA 90003		10/17/09
Dorothy Reed		6015. Aveo. Columbia 90330		10/17/09
Tye Williams		1827 W. 145th #102		10/17/09

Cardino 90829

Printed Name	Signature	Address	Comment	Date
Lada Skansky		1174 12th Apt 801 Santa Monica Ca 90403		10/17/09
R. Sattar EI	R. Sattar EI	6339 Arlington Ave		10/17/09
M. Andrews	M. Andrews	380 N. Catalina Way, Pasadena, CA 91106		10/17/09
A. Lopez		6115 S. Vestal Ave Pasadena, CA 91107		10/17/09
Ernest R. Boykins	Ernest R. Boykins	7335 Thacker Ave		10/17/09
Cheryl Lynn Chiles	Cheryl Lynn Chiles	5538 Area West Dr.		10/17/09
Robert Powell	Robert Powell	1316 Spennone Ave		10/17/09
John Frank	John Frank	8123 Britland Ave		10/17/09
Matthew West	Matthew West	5333w Stinson Ave		10/17/09
Sharon Williams	Sharon Williams	3105 W. Adams #12		10/17/09
JAMES WILLIS	JAMES WILLIS	3125 W. Adams #12		10/17/09
Arbys Davis	Arbys Davis	758 E 91st LA 90002		10/17/09
L. Campbell Higham	L. Campbell Higham	9700 S. S. San Pedro St #1		10/17/09
STEVE WOFFORD	STEVE WOFFORD	1906 S. Ditor, LA CA 90062		10/17/09
MAINE GENTLE	MAINE GENTLE	8915 S Bond Lowr CA CA		10/17/09
Phonda Taylor	Phonda Taylor	12422 DORNEY AVE #307 DORNEY, CA 90237		10/17/09

Printed Name	Signature	Address	Comment	Date
CARMEN LESSIE	<i>Carmen Jones</i>	3708 W Redwood Blvd		10/17/09
Brony Washington	<i>Brony Washington</i>	3408 W. Redondo Beach		10/17/09
Ben Dean	<i>Ben Dean</i>	2929 Laverne Ave		10/17/09
Kenora Peck	<i>Kenora Peck</i>	3922 Hillcrest Dr		10/17/09
Helenetta Williams	<i>Helenetta Williams</i>	4153 W. 62nd Street		10-17-09
Gwendolyn Wiley	<i>Gwendolyn Wiley</i>	4063 Nicolet Ave #10		10-17-09
Latonya Howard	<i>Latonya Howard</i>	4303 Nicolet Ave #18		10-17-09
Eddy Sr	<i>Eddy Sr</i>	5117 Holm		10-17-09
<del>Debra Stokes</del>	<del><i>Debra Stokes</i></del>	1527 E 45th St. 2nd fl		
Alice Williams	<i>Alice Williams</i>	6116 Verdun Ave #43		
Willa Kemp	<i>Willa Kemp</i>	12523 Ramona		10-17-09
ALEXANDER WILLIAMS	<i>Alexander Williams</i>	3239 10th Avenue	Get temporary address	10-17-09
Mary Robinson	<i>Mary Robinson</i>	424 N. Cedar Ave. #9	1111	10/17/09
MELVIN HARRELL	<i>Melvin Harrell</i>	210 S. Flower St.	leave HILLCREST ALONE!!!	10/17/09
Angela Williams	<i>Angela Williams</i>	Danville, CA		10/17/09
Alisa Jones	<i>Alisa Jones</i>	613 1/2 W. 79		10/17/09

Printed Name	Signature	Address	Comment	Date
Paula S. Sussinger	[Signature]	Compton, CA #571 5650 N. Willow Brook Ave		10/17/09
Sadime Sallier	[Signature]	17315 Rutledge St. Gardena, CA 90249		10/17/09
Carina Sallier	[Signature]	17315 Rutledge St. Gardena, CA 90249		10/17/09
A. Robinson	[Signature]	1547 W. 46 St L.A. CA 90002		
Jeff Lawson	[Signature]	10907 US HWY 76 LA CA 90008		10/17/09
Rosalee Sander	[Signature]	3556 W. 10th St Inglewood, CA 90302		10/17/09
Yvonne Johnson	[Signature]	5177 Ocean Blvd L.A. CA 90043		10/17/09
Marcie Grand	[Signature]	19220 W. 41th Ave LA		10/17/09
Lakona Christine	[Signature]	4123 Edgehill Dr. LA 90008		10/17/09
Kindy Kelly	[Signature]	8210 S. Phyllis Ave LA 90008	part to it !!	10-17-09
Danessa Rose	[Signature]	4030 Spawick APT 209 LA 90008		
FRANCE POWER	[Signature]	75530 S. Alameda GARDENA, CA 90249		10-17-09
FRANCE POWER	[Signature]	P.O. Box 78331 LA CA 90016		10/17/09
FRANCE POWER	[Signature]	3174 Brookview LA CA 90008		10/17/09
Judi Roman	[Signature]	4505 4th Ave LA CA 90013		10/17/09

Printed Name	Signature	Address	Comment	Date
Adeline P. Seiler		145 g 97th St.		10/17/09
Kathryn Evans		444 S. Kingsley Dr #224 LA CA 90020		
Jessie Thomas		10601 Diana Ave Riverside CA 92505		10/27/09
Michelle Pappas		445 E 53rd St Los Angeles, CA 90011		
Monique Jones		161410. Geary Ave LA CA 90032		10/17/09
Mayra Aguilera		2621 Bryn Mbrn LA CA 90018		10/17/09
Keyla Ferguson		1433 W 74th LA CA 90047		10/17/09
Steph Hill		1011 S St Ash Pl Row		10/17/09
Gayle Hill		20019 Dal Far Ave LA 90018		10/17/09
Dy Williams		123 W 86th LA		10/17/09
KEVIN THOMAS		2007 W 73rd St LA CA 90017		10/17/09
Thomas Leman		5598 4th Ave 90033 LA CA		
Lesley Swenson				10/17/09
Ronald Carey		852 W 84th St.		10/17/09
Pharis D'you Jun		5814 W Olympic Blvd CA 90012 Beverly Hills		10/17/09
Wendy Pappas		42003 Ardmore Ct CANAVERA, 93531		10/17/09



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Printed Name	Signature	Address	Comment	Date
Shirley Wright	<i>Shirley Wright</i>	3701 S Broadway Pl.		10/17/09
Mary Stewart	<i>Mary Stewart</i>	1593 W Jefferson		10-17-09
Daniel Adams	<i>Daniel Adams</i>	2232 Mansfield	<i>Felimon</i>	
Delbee Jones	<i>Delbee Jones</i>	(213) 822-6832		10/17/09
Barbara Spink	<i>Barbara Spink</i>	(323) 2980130		10-17-09
Christine Sparks	<i>Christine Sparks</i>	323 965-6005		
JASON BLANE	<i>JASON BLANE</i>	323-812-1671		10/17/09
LES GLESS	<i>LES GLESS</i>	323 299-1990		10-17-09
GARY GLESS	<i>GARY GLESS</i>	323 299-1996		10-17-09

Printed Name	Signature	Address	Comment	Date
Derrick Armstrong	[Signature]	4150 marlton		10-17-07
Charles Parker	[Signature]	2710 1/2 Raymond Ave		10-17-09
K. Wilson	[Signature]			10-17-09
K. Wilson	[Signature]	1441 S. Old Harbor Ln 303		10-17-09
Shia Johnson	[Signature]	3150 W. 78TH ST. CA, CA		10-17-09
K. Charles	[Signature]	1617 W. 207th St, BOLINA, CA 90501		10-17-09
Manique Moss	[Signature]	12044 S. Broadway LA, CA 90004		10-17-09
Ingjohann	[Signature]	496 Linscott Pl. Apt. 4 LA CA 90016		10-17-09
Vanille marion	[Signature]	3775 SOUTHER ST DR LA CA 90011		10-17-09
Dan Wilson	[Signature]	4048 Aboune Rd. #89008 C.A.		10-17-09
Madhyspious	[Signature]	2951 Pass Biscan Pl CA 90007		10-17-09
ISAHONES	[Signature]	402 E RAND ST		
de wong hoo clatter	[Signature]	4114 S. Norton Ave LA CA 90022		
Gwendolyn Adams	[Signature]	3527 West R.H.A. 90014		10-17-09
BIRD EZZATI	[Signature]	130120 MCCRACK ST. S.WASHINGTON		10-17-09
Karla Lewis	[Signature]	402 W 235th Apt. #7 Los Angeles, CA 90013		10-17-09

Printed Name	Signature	Address	Comment	Date
Kisha Tyler	[Signature]	1127 W. 9th St, LA 90062		10-17-09
LINDA Koglin	[Signature]	7177 Alameda Hills 90045		10-17-09
Sally Hartman	[Signature]	3925 Sutho Ave Los Angeles 90008		10-17-09
Dr. Anne Mitchell	[Signature]	8715 Rowel St #1		
Ed Cozine	[Signature]	2924 Weber Blvd		10.17.09
[Signature]	[Signature]	3710 S 29th St		10-17-09
Barbara Melone	[Signature]	1177 Remme Lane LA 90019		10/17/09
Robert Lopez	[Signature]	3755 Hollywood Blvd LA 90028		10-17-09
Stephanie Malone	[Signature]	1049 S. Michell Ave Diana Ave #115		10/17/09
[Signature]	[Signature]	1155 Q S Diamond Ave		10/17/09
Steph Boy	[Signature]	3759 Greenway Blvd LA 90021		10/17/09
Stephens	[Signature]	701 N Sibra St LA 90021		10/17/09
[Signature]	[Signature]	15383 Smiting Ave LA 90048		10/17/09
Laranga Baxter	[Signature]	4691 Simone Way 90630		10/17/09
Tamisha Gossard	[Signature]	5891 Lister Boulevard LA 90048		
Daryl Swann	[Signature]	229 E Hyde Park LA 90012	We must send our severals 11/11	10-17-09

Printed Name	Signature	Address	Comment	Date
Michelle Chapman	<i>Michelle Chapman</i>	P.O. Box 43043 2A 90293		10/17/09
Leslie Roberts	<i>Leslie Roberts</i>	7510 Dolphin Ave		10/12/09
Katherine Payne	<i>Katherine Payne</i>	1816 N. Solano St. 91764 Ontario, Ca		10/7/09
Shamika Jones	<i>Shamika Jones</i>	5050 COURSEWIST #6		
Veronica Christen	<i>Veronica Christen</i>	4818 Shonatale Ave LA Ca 90256		10/11/09
Pamela L. McDonald	<i>Pamela L. McDonald</i>	11625 Crenshaw Blvd 90230 Inglewood CA		10/17/09
Veronica Richardson	<i>Veronica Richardson</i>	525 S. Euclid Phis Ave #7		10/17/09
Barrington Bell	<i>Barrington Bell</i>	431 W. 86th St. 90062		10/17/09
Brigitte Franklin	<i>Brigitte Franklin</i>	348 Crenshaw Ave. 90602 L.A. 90602		10/17/09
Kelley Lumpkin	<i>Kelley Lumpkin</i>	2112 Delta Ave.		10/17/09
ROBBIE COLTON	<i>ROBBIE COLTON</i>	2325 W. 31st St		10/17/09
Sally Evans	<i>Sally Evans</i>	1519 S. Newark Field Dr		10/11/09
Priska Williams	<i>Priska Williams</i>	8210 Beckwith Ave		10/17/09
Janet L. Brown	<i>Janet L. Brown</i>	1332 S. Redondo Blvd 90219 L.A.		10/17/09
James McCallister	<i>James McCallister</i>	2916 Chapman Ave L.A. 90216		10/17/09
Edgar Collins	<i>Edgar Collins</i>	3532 W. Chapman Ave 90261		10/17/09

Printed Name	Signature	Address	Comment	Date
Angela Daniels	<i>[Signature]</i>	1220 Kipling Ave New York, NY		10/17/09
Debra Lee	<i>[Signature]</i>	4041 Denton Ave LA		
Desiree Bryan	<i>[Signature]</i>	2701 W. Olympic Blvd #4		10/15/09
Melanie Rappaport	<i>[Signature]</i>	281 W. Olympic Blvd		10/15/09
EARL DRISDOM	<i>[Signature]</i>	4101 Somerset Dr #29 90008		10/17-09
PHYLLIS ARNEY	<i>[Signature]</i>	5116 CHARITON AVE. LOS ANGELES, CA 90024		10-17-09
Roger Culberson	<i>[Signature]</i>	390 Oak Ave #21 Los Angeles CA 90008		10/17/09
Miane Greene	<i>[Signature]</i>	4226 W. 57 <sup>th</sup> St #3		10/17/09
Lela Harrell	<i>[Signature]</i>	1310 125th Ave #101 LA CA		10/17/09
Lisa Sims	<i>[Signature]</i>	11716 S. Normandie Ave Los Angeles CA 90044		10/17/09
Sandra Galt	<i>[Signature]</i>	1261 Denbair CARSON 90742		
Sheryl Jones	<i>[Signature]</i>	3527 Chapin Ave 600 S. Sages Ave #21 Inglewood 90301		10/17/09
Sharon Brown	<i>[Signature]</i>			
<i>[Signature]</i>				
Althea	<i>[Signature]</i>	1255 S. Pacific	last year	

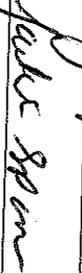
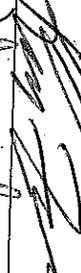
Printed Name	Signature	Address	Comment	Date
Darla Pulliam		4229 S. Castro Ave		10.17.09
Lecille Bantz		3120 W 10th		
Sandra Lock		4142 Palmswood Dr		10-12-09
Melvin May		3955 Dublin Ave.	Let's work together!	10-17-09
Melba Edwards		773 S. Hubbard St #1	LA good	10-17-09
Donna Degees		5700 W 6th - 118 seat	Can I help?	10-12-09
Jeffrey Bailey		1423 S. Heavens		10/17/09
Michael		567 ST Johnson Pl		10/15/09
Stelvia Estel		226 E Randolph Pl		10-12-09
Edith Finkler		530 W 57th St LA		10/17/09
Russell Lyons		3908 Roxton Ave CA		10/15/09
Allegra Estroff		4123 Edgewood Dr LA		10/17/09
Kim Rogers		3401 Deegan Bl. CA		10/17/09
Mario Beal		1408 57th LA		10/17/09
Gayle Pearson		3722 Wellington Rd		10/17/09
MEMORIA Stokes		1813 E. Denmark Dr Carmen, CA 90746		10/17/09

Printed Name	Signature	Address	Comment	Date
Bethie Kimple		1439 W. 45th ST		10/11/09
Tyff Walker		821 Glenway #4 Tor		10/17/09
Zondra Lewis		1270 W 59th St LA CA 90037		10/17/09
ELANI NEVINS		3921 S Orange bl 9008		10/17/09
Chariss Wilson		1999 Regent 73557		10/17/09
Dorina Louche		3838 Stone 14 #4523 L.A. CA 90008		10/17/09
Ingrid Martinez		39-30 URSULA AN #4 LA CA 90008		
Sara Buley		3812 Carmone Ave		10/17/09
P. Handy		3501 West Bl		
Cynthia Smith		814-572 Ave 90291		10/17/09
FERRIS BAKER		5347 S Hill station Dr 90008		10/17/09
Doris Coleman		4059 Hillcrest Dr. # A L.A. 90008		10-17-09
Dyan Lewis		3853 Koro Road		10/17/09
Luella Bond		241646 Wacker Blvd LA CA 90008		10/17/09
Bernadette		5715 1/2 W. Rhetst LA		10/17/09
Emussq ware		100 Pasadena, CA 91101		10/17/09

Printed Name	Signature	Address	Comment	Date
MICHAEL HILL	<i>[Signature]</i>	1334 ROSEWELL AVE 91710		10/17/09
GRANDSON JAMES	<i>[Signature]</i>	10573 W. PICO BLVD #310 L.A. 90064		10/17/09
Carol Graham	<i>[Signature]</i>	4367 Boehmans W. Rosemead		09/17/09
PAUL STONE	<i>[Signature]</i>	11513 Tropic A		"
ERIKINE ALVAREZ	<i>[Signature]</i>	6030 CRENSHAW 90043		10/17/09
CYRIL DUFFY	<i>[Signature]</i>			
ZARREN PERMAN	<i>[Signature]</i>	4407 SANTA TOMAS DR DUBLINO 90008		10/17/09
RULEY WASHINGTON	<i>[Signature]</i>	42116 clarendale ave 90008		10/17/09
ROBERTA HANSON	<i>[Signature]</i>	3211 W 78th 105 WADSWORTH CT 90045		10/17/09
MICHAEL JAMES	<i>[Signature]</i>	38001 W. SENGLE PACIFIC CO.		10/17/09
RICHARD GREEN	<i>[Signature]</i>	8724 ARTESA DR Bellflower CA 90706		10/17/09
SHARON	<i>[Signature]</i>	9957 Hillcrest		10/17/09
COLISS HANSON	<i>[Signature]</i>	10301 S. LASALLE		10/17/09
W. J. SIMON	<i>[Signature]</i>	5005 P. RICHARD ST L.A. 90019		10/17/09
MICHAEL PERMAN	<i>[Signature]</i>	1115 S. DAVEN AVE L.A. CA		10/17/09
THE PERMAN	<i>[Signature]</i>	2839 Virginia Rd L.A. CA 90016		10/17/09

## Support the Hillcrest Family

Hillcrest Drive Elementary/CES is one of the twelve schools up for bid under the plan designed by Superintendent Cortinez. Privatization will only hurt the students in our community. Support the teachers, students and parents of Hillcrest as we strive to reform our school. Together, we can make a difference.

Printed Name	Signature	Address	Comment	Date
Rodny Solis		2251 Van Buren Pl		10-17-09
Antoinette Johnson		2919 4th Ave. CA 90018		10-17-09
Karla Lewis		4022 W 285th Apt 4 CA 90013		10/11/09
Inge D. Lions		1824 S Colman Ave CA 90007		10-17-09
Dorrah Stewart		14714 Arden A Blvd Burbank CA 90020		10/17/09
JEAN CEBRAN		L.A. 90035 1440 HI POINT ST 102 539 WOODS LAW OFFICE		10/17/09
JACKIE SPART		3963 Crenshaw Blvd Los Angeles Ca		10/17/09
Robert Dull		10955 ROSE AVE LA, CA 90034		10/17/09
DAWN SNEED		4111 Green Ave #17 Los Angeles, CA 90070		10/17/09

Printed Name	Signature	Address	Comment	Date
Mrs. Thomas	<i>[Signature]</i>	5212 W. 130th Street		
Darius Johnson	<i>[Signature]</i>	1636 N 209th St		
DETHA WASHBURN	<i>[Signature]</i>	1813 YOSEMITE #2 217 9024		
Delisa Powell	<i>[Signature]</i>	9287 KUISE ST Denville 90241		
Amc Cole	<i>[Signature]</i>	1582 W 525th St 90022		
Robert Kent	<i>[Signature]</i>	14324 11th St 90247		
Henny Esip	<i>[Signature]</i>	836 S. Federal #103 90005		10-17-09
John Skelton	<i>[Signature]</i>	1521 W. 109th St		10/17/09
Raida L. Argle	<i>[Signature]</i>	4151 Somerside Dr #4 90005		
Arvin J. Lee	<i>[Signature]</i>	11820 Avon Way 90064		
Tanesth Mary	<i>[Signature]</i>	8936 S. Abbott 90017	Save Filcrest	10/17/09
Tanya Floyd	<i>[Signature]</i>	1306 W. 77th St LA 90044		
Robert Ross	<i>[Signature]</i>	1036 W 55th St		
Gene Mear	<i>[Signature]</i>	1041 W 55th St	Save Hillcrest	10/17/09
Isla Roberts	<i>[Signature]</i>	15110 Dalton		10/12/09
Dorothy Baines	<i>[Signature]</i>	5125 S. GARRETT ST R. 90022		10/17/09

Printed Name	Signature	Address	Comment	Date
Melissa Horn	<i>Melissa Horn</i>	6417 S. Overstreet #	Make no charge	10/17/09
AMOS EVANS	<i>Amos Evans</i>	3603 Wadland D.		
ERIC LOAN &	<i>Eric Loan</i>	4199A Buckingham Rd		
T. Family Millers	<i>T. Family Millers</i>	2914 1/2 Lebest Blvd		
James McGhee	<i>James McGhee</i>	2916 Chesapeake Ave LA 70016	Good Luck	10/17/09
JEAN HUNTER	<i>Jean Hunter</i>	4161 Marlborough #5 90008		10/17/09
Camille Rosen	<i>Camille Rosen</i>	3561 Pineset		10/17/09
Darlene Johnson	<i>Darlene Johnson</i>	3123 K. Haze St	Don't make charge	
Damecia Flowers	<i>Damecia Flowers</i>	1715 W 79 ST.		
Dora Myers	<i>Dora Myers</i>	3568 Allinette Ave LA, CA 90007		10-17-09
Jeanette Perry	<i>Jeanette Perry</i>	4574 Don Rodd A.		10-17-09
Wm. J. Jones	<i>Wm. J. Jones</i>	3570 W. Northwest Dr LA, CA 90007		
Lynn Carter	<i>Lynn Carter</i>	1545 N. Jefferson Blvd	Keep the music alive!	10-17-09
Martha Tucker	<i>Martha Tucker</i>	11743 S. Hampshire Ave LA 90044		10-17-09
Mary Bellier	<i>Mary Bellier</i>	501 Hyde PK PL #11 Fairland, LA 90302		10-17-09
KASHANIGRAVALAN	<i>KASHANIGRAVALAN</i>	3501 S. HENRI Blvd		10-17-09

Printed Name	Signature	Address	Comment	Date
Latosha Landrum		4402 Dahlia St Lynchburg, CA		10/17/09
Josely Velasquez		3767 Buckley Farm Rd. L.A. CA 90016		10/17/09
WAS Kintod		1030 P. Orange Grove L.A. CA. 90044	Yes use card	10-17-09
Kamila Anasens		360 N CATALINA Pasadena CA 91106		10-17-09
Rosset Teresa		334 RAUNY LN Pasadena, CA 91105		
Derek Walker		1306 W. 4205 ST L.A. CA. 90037		
Clarence Hunter		1602 So. Garwood Los Angeles 90019		10-17-09
Patricia		3745 S. MURRAY L.A. CA	yes	10-17-09
Carol Dobb		4104 Atherton Blvd CA	yes use card	10-17-09
Callie Miller		7530 Simpson Ave North Hollywood, 91605		10-17-09
Robert Steven		1422 W. 11th St Pasadena CA 91105		
MEMBERSHIP				
Bill Schissem		18914 WENGE AVE Los Angeles CA 90024		
Fray Maasa		4500 Sank Rosalinda CA		
Velma Brown		3630 Spring Hill Pasadena CA 91106	yes use card	10-17-09
Yolanda Pickens		4153 W. Grand St Pasadena CA 91105	yes	10-17-09

Printed Name	Signature	Address	Comment	Date
Roslyn Jarvis	<i>Roslyn Jarvis</i>	LA, CA. 90066 4221 McLaughlin Ave. #2	Save the Schools	10-17-09
Beatrice King	<i>Beatrice King</i>	3821 Nicollet Ave #5	Save the school	10-17-09
PEGGY JONES	<i>Peggy Jones</i>	1597 E 45th St 9801		
STARBUCK MARRAS	<i>Starbuck Marras</i>	5920 1/2 Crestway Blvd		
JULIE HORTON	<i>Julie Horton</i>	1935 S Le Salle Ave	Stop selling socks!	
MARIE WASH	<i>Marie Wash</i>	897 W. Clayport Dr		
Alice Toppin	<i>Alice Toppin</i>	12358 Madison Lane 91710		
George Braun	<i>George Braun</i>	2136 W. 7th St.		
Terriann	<i>Terriann</i>	1710 S. Central		
Stacy Wilkins		384 S. Broadway	Save the school	10-17-09
DONOVAN	<i>Donovan</i>	835 E 10th		
Debrae	<i>Debrae</i>			
Kevin Adams	<i>Kevin Adams</i>	837 1/2 Wyoth Pl. L.A. CA. 90074	Keep our teachers with our kids...	
Cathy Youngblood	<i>Cathy Youngblood</i>	16134 GORMAN AVE. 90059	Cultural Anthropologist	10-17-09
<del>Sharon Smith</del>	<del><i>Sharon Smith</i></del>			
Alynn McGuire	<i>Alynn McGuire</i>	157 E 7th St	Keep our public schools	10-17-09

Printed Name	Signature	Address	Comment	Date
Danica Williams	Danica Williams	3854 Edgely Hill Dr. LA 90008	Good luck	10/17/09
Yvette Moore	Yvette Moore	4129 Edgely Hill Dr LA CA 90008		
Lerman Fife	Lerman Fife	1937 W 41st Street LA 90008		10-17-09
Stevie Kols	Stevie Kols	2025 S. National Hwy LA 90008		11/17/09
Kateshaling	Kateshaling	5718 1/2 10th Ave LA. Ca. 90083		12/8/09
Nicole Terry	Nicole Terry	10520 S. Broadway #7 LA Ca 90003	Good bless!	11/17/09
Jeanette Junde	Jeanette Junde	4114 DeWent Blvd LA 90008		
M. Hines	M. Hines	431102 90008 P.O. Box LA 90008		
Karlene	Karlene	3824 1000th Dr LA 90043		
Robin Mace	Robin Mace	P.O. Box 461703 LA 90049	Just the picture Good luck	10/17/09
Shelia Green	Shelia Green	15006 Arroyo St Lake Elsinore 92530		
PRINCE ZAHNE	PRINCE ZAHNE	P.O. BOX 361042 L.A. 90036		10/17/09
STAN FRIEDMAN	STAN FRIEDMAN	911 Boston Ave CA 90024		10/17/09
Archie Wells	Archie Wells	8344 So 2nd CA 90008	Good luck	10/17/09
Therese James	Therese James	1312 W. 41st St LA 90008	Best wishes	10/17/09
Dan Cornelius	Dan Cornelius	7037 W. 23rd St LA 90008	Good luck	10/17/09

Printed Name	Signature	Address	Comment	Date
Nathan Jordan	<i>Nathan Jordan</i>	4037 W 13th St. A		10/17/09
Johan Epps	<i>Johan Epps</i>	6919 S HAWK LN, CA	J loves the kids	
Darlene Collett	<i>DCollett</i>	4740 W 152nd Laneble		
Leslie Robinson	<i>LR</i>	9142 Redford Way Sparks 9758	went as a child	10/17/09
Shirley Daise	<i>Shirley Daise</i>	2435 E. 175 St Tracy 95376		10/17/09
BRANDI ROSSIS	<i>BRANDI ROSSIS</i>	1105 W. 109th 211 VERDITA 90234 3822 BELSHAM AVE 508		10/17/09
Verita Grayson	<i>Verita Grayson</i>	15115 1st -	May Lanni L MARI L	10/17/09
Terrance Wilkins	<i>Terrance Wilkins</i>	4646 Coliseum STE 9016		10-17-09
Ar Acio S	<i>Ar Acio S</i>	534 Venice Hwy Foothill 90302		10-17-09
Michelle Soto	<i>Michelle Soto</i>	51033 Mandel St. W LA Brea 90116		10-17-09
A. Lewis	<i>A. Lewis</i>	3853 Lorinda Way		10/17/09
Stephanie Leach	<i>Stephanie Leach</i>	809 Sycamore St #7 Foothill 90302		10/17/09
Charlene Sander	<i>Charlene Sander</i>	1732 W 146th St Spokane 99207	She our School	10-17-09

Printed Name	Signature	Address	Comment	Date
Marsol V.		3939 stevely Av #8	Muy bien	10-22-09
Mathew Jones		4146 Day Jose Dr. 200 N. Spring St. Box 303 LA 90001	Others	10-22-09
Teresa Sherd		4305 Dequen Bl Ste 101 Liaque		10/22/09
Leon Bellette		4530 coliseum stal.		10/22/09
Veronica		LA		10/22/09
Nicante		LA		10/22/09
Leanne Stewart		3850 Potomate Ave #4		10/22/09
Dominick Pasol		4910 Sount Rosalia Dr LA CA 90008		10/22/09
Patricia Bentle		P.O. Box 84716 Los Angeles CA 90088	Parent Hillcrest	10-22-09
Carol Mata		1550 Elegante Ct Corona L.A. CA 90034		10/24/09
Yolanda Guiz		2851 S. Hilda Ave 4115 Alameda		10/22/09
Maria Anton		4115 Alameda		10/22/09
Sharon Hammond		5020 Rodas Rd. LA CA 90016		10/22/09