

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.

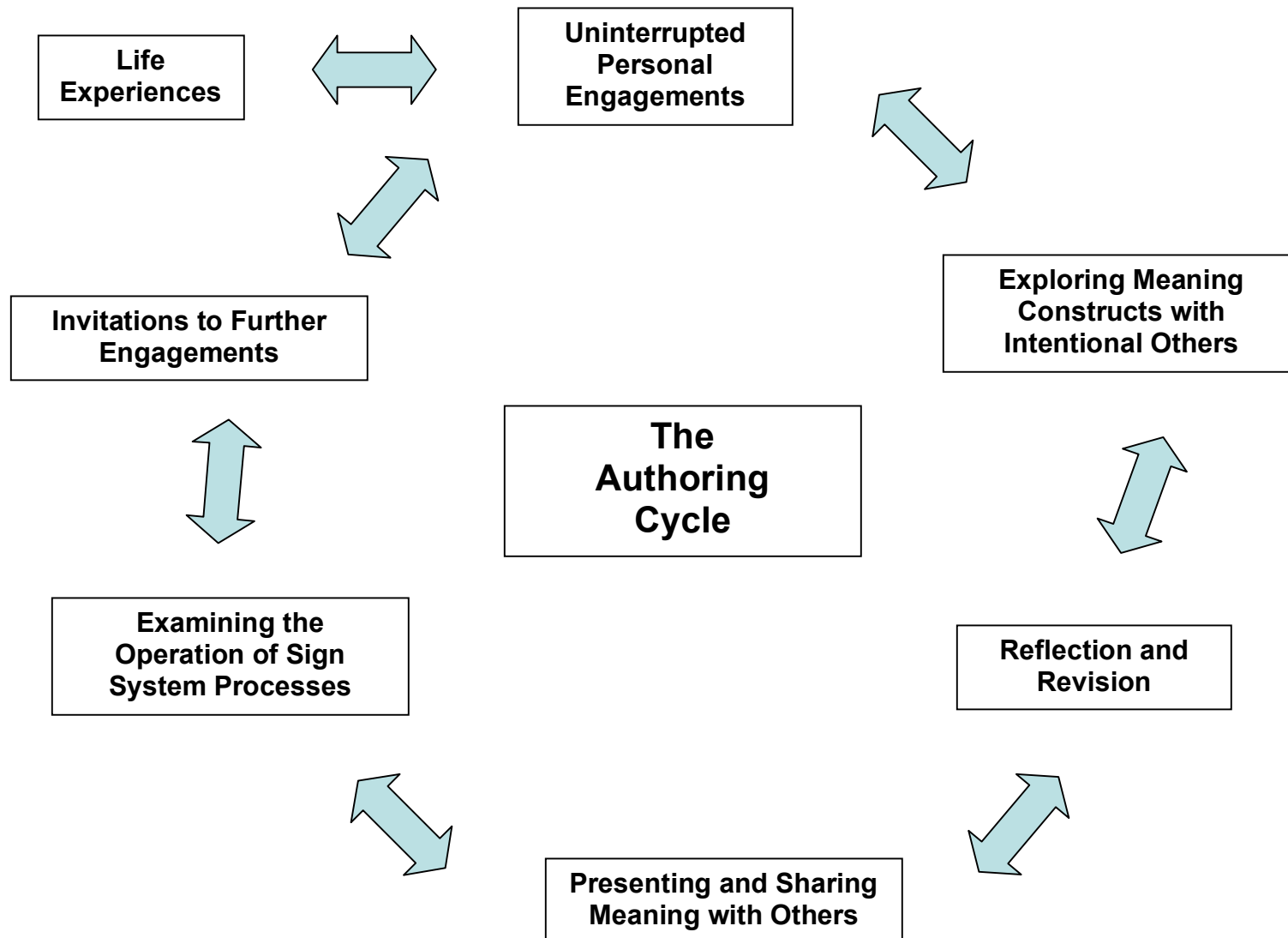
Keisha leaves science class to change into her dance clothes. Keisha has selected dance as her focus and receives dance instruction three days a week. She enters into the auditorium, puts her bag down into one of the chairs, and quietly finds a place to stretch. Ms. Pattershon enters and the group starts 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).

Research/Track Record for Instructional Strategies and Materials

- The selections in *recommended readings in literature, kindergarten through grade eight* (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.
- 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.
- 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.

Pedagogy/Instructional Strategies to Address the Learning Needs of All Students

- Leveled readers to support differentiated instruction
- Inquiry, thematic, project, problem based learning
- Building cognitive academic language
- Word walls
- Graphic Organizers
- SDAIE Strategies
- Authoring cycle for reading and writing
- Real World applications
- Culturally responsive pedagogy
- Application of higher order thinking skills
- Interdisciplinary connections in science, art, social studies, music, and math
- Technology integration
- Assessments

Assessment and Intervention

- 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.
- 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.
- 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.
- 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.
- 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.
- Intervention for all learners will be provided before school, during school, and after school

		through various academic programs.
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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.¹ 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.

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><u>Strand 1 Number Sense: Essential Knowledge and Skills</u> 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><u>Strand 2 Algebra and Functions: Essential Knowledge and Skills</u> 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><u>Strand 3 Measurement and Geometry: Essential Knowledge and Skills</u> 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><u>Strand 4 Statistics, Data Analysis and Probability: Essential Knowledge and Skills</u> 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><u>Strand 5 Mathematical Reasoning: Essential Knowledge and Skills</u> 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>		
<p>Math Program and Research/Track Record</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.¹</p>	<p>Pedagogy/Instructional Strategies to Address the Learning Needs of All Students</p> <ul style="list-style-type: none">-Math manipulatives to support differentiated instruction- Investigations and discovery learning-Building cognitive academic language in mathematives-Math word walls-Graphic organizers/Project-based learning/hands-on-SDAIE strategies-Real world applications-Culturally responsive pedagogy in mathematics-Use of extensive problem solving-Application of higher order thinking-Interdisciplinary connections in science, art, social studies, music and literacy-Technology integration- Assessments (including quizzes, tests, problem solving, extended tasks, student demonstrations, observations)	<p>Assessment and Intervention</p> <ul style="list-style-type: none">-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.-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.-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.

¹ 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 mandated by 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.¹ 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 grade. Students at [Hillcrest](#) Center for Enriched Studies will 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 students will 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 student parental involvement.²

<p><i>Physical Sciences:</i> 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><i>Life Sciences:</i> 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><i>Earth/Space Sciences:</i> - 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><i>Investigation and Experimentation:</i> 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><i>Research/Track Record for Instructional Strategies and Materials</i></p> <p>-FOSS is a research-based science curriculum for grades K—8 developed at the Lawrence Hall of Science, University of California at Berkeley.</p> <p>-FOSS is also an ongoing research project dedicated to improving the learning and teaching of science.</p> <p>-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”³ 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><i>Pedagogy/Instructional Strategies to Address the Learning Needs of All Students</i></p> <p>-Integration of science throughout the thematic units</p> <p>-A thorough and strong conceptual foundation of scientific knowledge</p> <p>-Significant opportunities for hands on exploration and investigation</p> <p>-Instruction that builds on the students’ conceptual knowledge</p> <p>-Activities that promote scientific skill development</p> <p>-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</p> <p>-Culturally Relevant and Responsive Education in Science that recognizes the scientific contributions from individuals of all ethnic origins</p> <p>-Experiences that promote positive attitudes toward science and careers in science</p> <p>-Building cognitive academic language</p> <p>-Graphic Organizers</p> <p>-SDAIE Strategies</p> <p>-Application of higher order thinking skills</p> <p>-Technology integration</p>	<p><i>Assessment and Intervention</i></p> <p>-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.</p> <p>-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.</p> <p>-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.</p> <p>-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.

<div><div><div>Scope and Sequence: <i>Kindergarten—Learning and Working Now and Long Ago</i><ul style="list-style-type: none">• Learning to Work Together• Working Together: Exploring, Creating, and Communicating• Reaching Out to Times Past <i>Grade One—A Child’s Place in Time and Space</i><ul style="list-style-type: none">• Developing Social Skills and Responsibilities• Expanding Children’s Geographic and Economic Worlds• Developing Awareness of Cultural Diversity, Now & Long Ago <i>Grade Two—People Who Make a Difference</i><ul style="list-style-type: none">• People Who Supply Our Needs• Our Parents, Grandparents, and Ancestors from Long Ago• People from Many Cultures, Now and Long Ago</div><div><i>Grade Three—Continuity and Change</i><ul style="list-style-type: none">• Our Local History: Discovering Our Past and Our Traditions• Our Nation’s History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend <i>Grade Four—California: A Changing State</i><ul style="list-style-type: none">• The Physical Setting: California and Beyond• Pre-Columbian Settlements and People• Exploration and Colonial History• Missions, Ranchos, and the Mexican War for Independence• Gold Rush, Statehood, and the Westward Movement• The Period of Rapid Population Growth, Large-Scale Agriculture, and Linkage to the Rest of the United States• Modern California: Immigration, Technology, and Cities</div><div><i>Grade Five—United States History and Geography: Making a New Nation</i><ul style="list-style-type: none">• The Land and People before Columbus• Age of Exploration• Settling the Colonies –The Virginia Settlement – Life in New England –The Middle Colonies• Settling the Trans-Appalachian West• The War for Independence• Life in the Young Republic• The New Nation’s Westward Expansion• Linking Past to Present: The American People, Then and Now http://www.cde.ca.gov/be/st/ss/</div></div></div>		
<div>Social Studies Program and Research/Track Record<p>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></div>	<div>Pedagogy/Instructional Strategies to Address the Learning Needs of All Students<ul style="list-style-type: none">-Technology including the “digital path” DVD and online lessons-Literature including biographies and culturally relevant literature-Use reading comprehension strategies and skills-Investigations and discovery learning-Building academic language in social studies including word walls-Graphic organizers/Timelines-Project-based learning/hands-on Field trips, role playing, debates, artifacts, community service-SDAIE strategies-Real world applications-Culturally responsive pedagogy-Application of higher order thinking-Interdisciplinary connections in science, art, math, music and literacy- Assessments (including quizzes, tests, inquiry</div>	<div>Assessment and Intervention<ul style="list-style-type: none">-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.-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.-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.</div>

motivation. (New American Schools Development Corp, 1997; RAND Corporation, 1999).	investigations, biography study, student demonstrations, observations)	
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	<i>Physical Sciences</i>	<i>Life Sciences</i>	<i>Earth/Space Sciences</i>
Kindergarten	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.
<i>FOSS-K</i>	<i>Wood and Paper</i>	<i>Animals Two by Two, Trees</i>	<i>Wood and Paper, Trees</i>
First Grade	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.
<i>FOSS-1</i>	<i>Solids and Liquids, Air and Weather</i>	<i>Plants and Animals</i>	<i>Air and Weather</i>
Second Grade	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.
<i>FOSS-2</i>	<i>Balance and Motion</i>	<i>Insects and Plants</i>	<i>Pebbles, Sand, and Silt</i>
Third Grade	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.
<i>FOSS-3</i>	<i>Matter and Energy</i>	<i>Structures of Life</i>	<i>Sun, Moon, and Stars</i>
Fourth Grade	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.
<i>FOSS-4</i>	<i>Magnetism and Electricity</i>	<i>Environments</i>	<i>Solid Earth</i>
Fifth Grade	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.
<i>FOSS-5</i>	<i>Mixtures and Solutions</i>	<i>Living Systems</i>	<i>Water Planet</i>

The Hillcrest Center of 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 an interdependent world and to participate and compete in a global economy. To achieve this our students will need **Knowledge and Cultural Understanding** - incorporating the other humanities, geography, and the social sciences; **Democratic Understanding and Civic Values** - incorporating an understanding of our national identity, constitution and rights and responsibilities; and **Skills Attainment and Social Participation** - including basic study skills, critical thinking skills, and participation skills that are essential for success in the 21st century.

<p>Scope and Sequence:</p> <p>Kindergarten—Learning and Working Now and Long Ago</p> <ul style="list-style-type: none"> • Learning to Work Together • Working Together: Exploring, Creating, and Communicating • Reaching Out to Times Past <p>Grade One—A Child's Place in Time and Space</p> <ul style="list-style-type: none"> • Developing Social Skills and Responsibilities • Expanding Children's Geographic and Economic Worlds • Developing Awareness of Cultural Diversity, Now & Long Ago <p>Grade Two—People Who Make a Difference</p> <ul style="list-style-type: none"> • People Who Supply Our Needs • Our Parents, Grandparents, and Ancestors from Long Ago • People from Many Cultures, Now and Long Ago 	<p>Grade Three—Continuity and Change</p> <ul style="list-style-type: none"> • Our Local History: Discovering Our Past and Our Traditions • Our Nation's History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend <p>Grade Four—California: A Changing State</p> <ul style="list-style-type: none"> • The Physical Setting: California and Beyond • Pre-Columbian Settlements and People • Exploration and Colonial History • Missions, Ranchos, and the Mexican War for Independence • Gold Rush, Statehood, and the Westward Movement • The Period of Rapid Population Growth, Large-Scale Agriculture, and Linkage to the Rest of the United States • Modern California: Immigration, Technology, and Cities 	<p>Grade Five—United States History: A New Nation</p> <ul style="list-style-type: none"> • The Land and People before Columbus • Age of Exploration • Settling the Colonies –The Virginia Colonies –The Middle Colonies • Settling the Trans-Appalachian West • The War for Independence • Life in the Young Republic • The New Nation's Westward Expansion • Linking Past to Present: The American West <p style="text-align: right;">http://www.cde.ca.gov/be/st/ss/</p>
<p>Social Studies Program and Research/Track Record</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>Pedagogy/Instructional Strategies to Address the Learning Needs of All Students</p> <ul style="list-style-type: none"> -Technology including the "digital path" DVD and online lessons -Literature including biographies and culturally relevant literature -Use reading comprehension strategies and skills -Investigations and discovery learning -Building academic language in social studies including word walls -Graphic organizers/Timelines -Project-based learning/hands-on Field trips, role playing, debates, artifacts, community service -SDAIE strategies -Real world applications -Culturally responsive pedagogy -Application of higher order thinking -Interdisciplinary connections in science, art, math, music and literacy 	<p>Assessment and Intervention</p> <ul style="list-style-type: none"> -Formative classroom assessments aligned with standards-based lessons, differentiate instruction according to their needs. -Publisher and Teacher Created Periodicals aligned with State standards will be used for performance, diagnose students' needs and instructional strategies. -Both formative and summative data will be used to monitor student outcomes, assess student progress that students are on track to meeting rigorous standards and to achieve at proficiency levels.

<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 (SELs):

- 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 (RtI²) framework. RtI² 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
- **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, reading 'Michelle King'. The signature is fluid and cursive, with a large loop at the end.







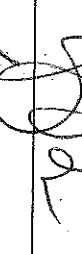



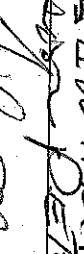

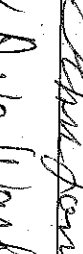



Michelle King, Superintendent
Local District 3

Support the Hillcrest Family

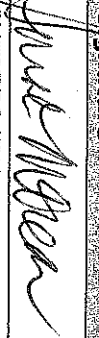
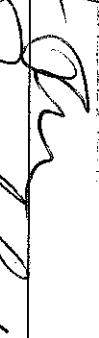

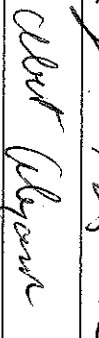
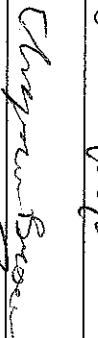



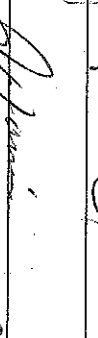




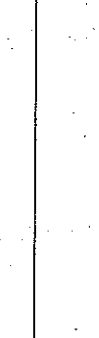

Hillcrest Drive Elementary/CES is one of the twelve schools up for bid under the plan designed by Superintendent Cortinez. Privatization will only hurt the students in our community. Support the teachers, students and parents of Hillcrest as we strive to reform our school. Together, we can make a difference.

Printed Name	Signature	Address	Comment	Date
RED COKE fuel tank	[Signature]	2222 COLUMBIA		10/17/09
SIRIC	[Signature]	4224 COLUMBIA ST #4		10/17/09
DENTIST DENTIST	[Signature]	121 W 8th Ave LA 90083		10/17/09
SITHOR LOWRIS	[Signature]	2327 WILSON ST LA 90030		10/17/09
Sidney Hyde	[Signature]	1125 CORNELL 602 Arroyo CA 90014		10/12/09
Shawnee Brenske	[Signature]	3730 W 27th St CA 90018		
STOR	[Signature]			
Willi Mae	[Signature]	1041 W 55th St A	Love the Teachers	10-12-09
Sonya Stokes	[Signature]	1176 Oak Hill Lane P.O. Box 5303 Ann Arbor MI 48106		10/17/09
DELETTA JOHNSON Newtons	[Signature]	90249		10/17/09

Printed Name	Signature	Address	Comment	Date
	Joe De Jesus	1101 W 45 Street		10/17/09
Robert Weems	Robert Weems	11480 MT Palomares		
Amirullah	Amirullah	801 Albeville Ave		
Yvonne (Hollis)	Yvonne (Hollis)	1311 W. N. C. Knight Blvd	SPRUE Hillcrest BLVD.	10/17/09
Beyonce Holley	Beyonce Holley	1734 Middleton Pl		10/17/09
Baron Barker	Baron Barker	14029 Dallas St Lancaster		10/17/09
Pat Mills	Pat Mills	3710 W. Adams Blvd	Save Hillcrest	10/17/09
DAVIDE ESEN	DAVIDE ESEN	4400 W. Adams Blvd		10/17/09
Doris Aaron	Doris Aaron	57049 W. Adams Blvd		10/17/09
Levy Attil	Levy Attil	13045 Pacific Promenade	Save the School!	10/17/09
Delis Collins	Delis Collins	577 E. EVERETT ST	do the right thing	10/17/09
Linda White	Linda White	81400 5th St 90031		10/17/09
Ed M. Davis	Ed M. Davis	1508 Emerson Compton Ct	Save Hillcrest	10/17/09
Ed de Reynosa	Ed de Reynosa	12952 Brylman Ave	MUSIC	10/17/09
Anna M. Williams	Anna M. Williams	3500 12th St Apt A	Save Hillcrest	10/17/09
William (Tommy) Williams	William (Tommy) Williams	3536 Edge Hill Dr		10/17/09




Printed Name	Signature	Address	Comment	Date
Shirley		2096 VA WIDE ST CO CA 90077		10/17/09
Agatha Botcher		1646 Linnahness		
Louis Smed		908 Connel Ave #		
Brenda Jackson		453 Somerset Rd #110		
Bridgette Traven		1148 W. 92nd St #2		
Mary Brown		1702 W 94th St		
Gail Bodman		12233 Malone St LA 90066		10/17/09
Lisa Zeno		4716 AUGUST ST #1 KINGSTON 90009		
Dee Coley		4501 Dan Mahan Ave 90008		
Allyson Williams		10533 Cottage Ave Pasadena CA 91103		
Colleen Williams		4121 West 13th St PASADENA CA 91108		10-17-09
Paul Clark		2616 Westview St LA 90006		
Debbie Jones		5114 Long Beach Ave LA 90804		
Ala Washba Ala Washba		863 W. Raymond St Compton CA 90020		
Franklin		4329 Valencia LA 90055		10-17-09
Brian Farrell		4024 W 10th St. LA CA		10-17-09

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Printed Name	Signature	Address	Comment	Date
Sarah Morean		1419 W 1793 St		10-17-09
Immaculate Peter		12026 Hoffmeyer St #104 Studio City, CA		10-17-09
Jewel Leek		17259 Victory Blvd Van Nuys, CA 91406		
Albert Alexander		98045 10th Blvd 614		
Ernest Brown		37317 Sist Street East		
Brenda Dale		2209 N Victoria Rd Palms Springs CA 92262 1859 S NUTSFIELD AVE LA CA 90019		10/17/09
EDITHA HENDERSON		2848 Virginia Rd LA CA 90014		
Patrice Bell		2813 S Cochran Ave 90016	pellhambomb07@yahoo.com.	
JAMES HARRIS		1565 W. ANTON AVE.	TRACER600@yahoo.com	10/17/09
Anthony S. Williams		11145 W 5th St	9022	
RA JAE JAESEN		1519 N 57th St LA CA		10-17-09
ROBIN BROWN		6553 PACIFIC AVE TOMBALL TX 77452		10/17/09
William Brown		4324 N. Gentry Dr. 91023		
PARKER HUBBARD		53812 Village Drive		10/17/09
David J. Cobb		3916 Gilman Rd		



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
Virginia Martin		3607 W 63rd St #2	Save our School!	10/18
Yessica J. Simmons		3800 Creighton Bl. LA.		
Michael Pate		6401 68th Ave 90043	Save our School	10/18/09
Alvin Horro		3781 Stocker Ave	Save our School	10/15/09
Arcelia Alvarez		11	Save our School	10/15/09
Charles 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
Patricia Ellis		8724 Santa Monica Hwy	Save our School	10-17-09

Printed Name	Signature	Address	Comment	Date
Veronica Sparks	[Signature]	P.O. Box 9781 Newmarket, VA		10/17/09
Beauvy Soto	[Signature]	3814 Potomac #10 LA 90608		10/17/09
Leann Oclicia	[Signature]	3844 Potomac #10 LA 90608		10/17/09
Manuela Byrd & M. Manuela Byrd	[Signature]	1727 Leighton LA 90642		10-17-09
K. Boston	[Signature]	3724 Hillside Dr. IL 60325		10/17/09
M. Rosa	[Signature]	15353 S. Gentry St. IL 60323		10/17/09
M. Adkins	[Signature]	14115 S. S. Taylor St. IL 60325		10/17/09
Butt Butte	[Signature]	2315 42nd St. IL 60325		10/17/09
Paul McLean	[Signature]	3310 Brett St. IL 60325		10/17/09
Julie Mae	[Signature]	1041 W 55th St. IL 60325		10/17/09
Donna Johnson	[Signature]	P.O. Box 3548 Canton OH 44709		10/17/09
Deborah Hamill	[Signature]	35218 F.R. Ave. VA 22102		10/17/09
ANDRE HAZER	[Signature]	5450 S. LAUSON #7 LA 90608		10/17/09
Tanya Bryant	[Signature]	130 E 73rd St. LA 90033		10/17/09
Dorothy Reed	[Signature]	6015. Haver Camp. IL 60325		10/17/09
Tyler Williams	[Signature]	1827 W 145th St. IL 60325		10/17/09

Cardano 90829

Printed Name	Signature	Address	Comment	Date
Ladokunsi		1144 12th Apt 801 Santa Monica Ca 90403		10-17-09
R. Sattar El	R. Sattar El	6339 Arlington Ave		10-17-09
M. Andrews	M. Andrews	380 N. Catalina Ave, Bris. S. Westl. Ave. LA 90071		10-17-09
A. Lopez		7335 Thirder Ave		10-17-09
Ernest R. Boykins	Ernest R. Boykins	5538 Area Westl. Dr.		10-17-09
Charles Charles	Charles Charles	1316 Seawave Ave		10-17-09
John R. Rouse	John R. Rouse	8123 Whitland Ave		10-17-09
John Rouse	John Rouse	5333w Slason 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
Lampalit Hlyshn	Lampalit Hlyshn	9700 S. San Pedro St #1		10-17-09
Shane Morris	Shane Morris	1906 S. Winton, L.A. CA		10-17-09
MAINE GENTLE	MAINE GENTLE	8915 S. Bond Lowr CA CA		10-17-09
Phonda Taylor	Phonda Taylor	12420 Dorsey Ave #30 Downing, CA 90237		10-17-09

Printed Name	Signature	Address	Comment	Date
CARMEN LESSIE	<i>Carmen Lessie</i>	3708 W. Redondo Blvd		10/17/09
Benny Washington	<i>Benny Washington</i>	3428 W. Redondo Blvd		10/17/09
Ben Dean	<i>Ben Dean</i>	2929 L. Vernon Ave		10/17/09
Laverne Peck	<i>Laverne Peck</i>	3922 Hillcrest Dr		10/17/09
Helen H Williams	<i>Helen H Williams</i>	4153 W. 62nd Street		10-17-09
Emelda Wiley	<i>Emelda Wiley</i>	4063 Nicolet Ave #10		10-17-09
Latonya Threl	<i>Latonya Threl</i>	4023 Nicolet Ave #18		10-17-09
Eft J	<i>Eft J</i>	1517 1/2 Elm		10-17-09
Deborah	<i>Deborah</i>	1527 E. 45th St. #204		
Alice Williams	<i>Alice Williams</i>	6116 Verdun Ave #43		10-17-09
Alma Hays	<i>Alma Hays</i>	12523 Ramona		
Glenn Reid Williams	<i>Glenn Reid Williams</i>	3239 10th Avenue		10-17-09
Mary Robinson	<i>Mary Robinson</i>	424 N. 42nd Ave. #9	Get temporary address	10/17/09
MEVIN HARRELL	<i>Mevin Harrell</i>	20 S. Flower St.	LEAVE HILLCREST ALONE!!!	10/17/09
Angela Williams	<i>Angela Williams</i>			10/17/09
Alisha Jones	<i>Alisha Jones</i>	613 1/2 W. 79		10/17/09

Printed Name	Signature	Address	Comment	Date
Louise Sussanaga	[Signature]	Compton, CA #571 500 N. Lincoln Blvd		10/17/09
Sadine Sadler	[Signature]	17315 Rutland St. Gardena, CA 90247		10/17/09
Cynthia Butler	[Signature]	17315 Rutland St. Gardena, CA 90247		10/17/09
A. Robinson	[Signature]	1547 W 46 St L.A. CA 90002		
Jeff Lewis	[Signature]	10907 Cassin St L.A. CA 90008		10/17/09
Rosella Sandoval	[Signature]	3536 W 8th St Long Beach, CA 90802		10/17/09
James Johnson	[Signature]	5117 Crenshaw Blvd L.A. CA 90008		10/17/09
Marcus Grand	[Signature]	1922 W 41st Ave L.A. CA 90008		10/17/09
Lakota Christine	[Signature]	61123 Edgehill Dr. L.A. CA 90008		10/17/09
Kinda Kelly	[Signature]	8210 S. Hollywood Ave L.A. CA 90008	Just to it!!	10-19-09
Doreen Rose	[Signature]	4030 S. Hollywood Ave L.A. CA 90008		
For Power	[Signature]	15530 S. Alameda St Gardena, CA 90247		10-17-09
For McLeod	[Signature]	15530 S. Alameda St Gardena, CA 90247		10/17/09
James Johnson	[Signature]	P.O. Box 78331 L.A. CA 90014		10/17/09
Ernie S.	[Signature]	3174 Broadway Blvd L.A. CA 90008		10/17/09
Jodi Roman	[Signature]	4505 4th Ave L.A. CA 90013		10/17/09

Printed Name	Signature	Address	Comment	Date
Adeline P. Seiler	Adeline P. Seiler	145 E 97th St.		10/17/09
Kathryn Evans	Kathryn Evans	444 S. Kingsley Dr #224 LA CA 90020		
Jessie Thomas	Jessie Thomas	10601 Diana Ave Riverside CA 92505		10/17/09
Michelle Pappas	Michelle Pappas	406 E 53rd St Los Angeles, CA 90011		
Monique Jones	Monique Jones	1614 D. George Ave LA CA 90047		10/17/09
Mayra Aguilar	Mayra Aguilar	2621 Bryn Mbrn LA CA 90018		10/17/09
Keyla Ferguson	Keyla Ferguson	1433 W 74th LA CA 90047		10/17/09
Joseph Williams	Joseph Williams	1011 S St Ash Ln #1 Room 20019 Palmdale LA 90018		10/17/09
Carol Williams	Carol Williams	123 W 86th LA		10/17/09
KEITH CHAMBERLAIN	Keith Chamberlain	2007 W 73rd St LA CA 90047		10/17/09
Tabara Lennan	Tabara Lennan	5598 W 4th Ave 90033 LA CA		
Lesley Stevenson	Lesley Stevenson			10/17/09
Ronald Carey	Ronald Carey	852 W 84th St.		10/17/09
Pharis Byrum Jones	Pharis Byrum Jones	5814 W Olympic Blvd CA 90012 90003 Altadena CA		10/17/09
Wendy Brown	Wendy Brown	CA 90012		10/17/09

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Support the Hillcrest Family

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Printed Name	Signature	Address	Comment	Date
Shirley Wright	[Signature]	3201 S Broadway Pl.		10/17/09
Mary Stewart	[Signature]	1593 W Jefferson		10-17-09
David Adams	[Signature]	2232 Mansfield	Felimon	
Delbee Jones	[Signature]	(213) 822-6832		10/17/09
Barbara Spivey	[Signature]	(323) 2980130		10-17-09
Alvin Sparks	[Signature]	323 965-6005		
JASON BLANE	[Signature]	323-812-1671		10/17/09
[Signature]				
LES GLESS	[Signature]	323 299-1990		10-17-09
GARY GLESS	[Signature]	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. W. Wynn	[Signature]			10/17/09
K. W. Wynn	[Signature]	1441 S. Old Harbor Ln 303		10/17/09
Shia Johnson	[Signature]	3150 W. 78TH ST. LA, CA		10-17-09
K. Charles	[Signature]	1617 W. 207th St, Boulevard, CA 90501		10-17-09
Monique Moss	[Signature]	12044 S. Broadway 1st Fl, CH 90004		10/17/09
Ingerson	[Signature]	4861 Sunset Pl. Apt. 4 LA CA 90010		10/17/09
Vanille marie	[Signature]	3775 SOUTHERST DR LA CA 90011		10/17/09
Dan W. Isaac	[Signature]	4048 Aboune Rd. #89008 C.A.		10-17-09
Paula Johnson	[Signature]	2751 Van Buren Pl CA 90007		
ISAHARES	[Signature]	402 E 82nd St		
de w. h. e.	[Signature]	4114 S. Norton Ave LA CA 90023		
Clatter	[Signature]			
Gwendolyn Adams	[Signature]	3527 West Rth. 90014		
John E. Johnson	[Signature]	13412 Moorpark St. S.W. 90045		10-17-09
Karla Lewis	[Signature]	4022 W 235th Apt. #3 Los Angeles, CA 90013		10/17/09

Printed Name	Signature	Address	Comment	Date
Kisha Tyler	[Signature]	1627 W. 4th St LA 90062		10-17-09
Linda Kelson	[Signature]	7177 Alameda H 90045		10-17-09
Sally Hoston	[Signature]	3965 Sinto Ave 10		10-17-09
Calvin Michael Jackson	[Signature]	8715 Laurel St #1		
Ed Cozine	[Signature]	2924 Weber Blvd		10-17-09
James Smith	[Signature]	3710 S 24th St		10-17-09
Michaela Marie Barbara Melore	[Signature]	1177 N Avenue C Ave 90019		10-17-09
Michaela Marie Barbara Melore	[Signature]	3755 Channing St #200		10-17-09
Stephanie Marie	[Signature]	1049 S. Macallan St. D. C. Ave 90047		10-17-09
[Signature]	[Signature]	1155 Q S Diamond Ave		10-17-09
Stephens	[Signature]	3759 Greenway Blvd		10-17-09
[Signature]	[Signature]	701 N Sibley St Apt 11		10-17-09
Latanya Banks	[Signature]	15383 Serrano Ave		10-17-09
Latanya Banks	[Signature]	4691 Serrano Way 90630		10-17-09
Latisha Gossard	[Signature]	5891 W 28th Ave		
Daniel Swann	[Signature]	229 E Hyde Park	We must save our schools!!!	10-17-09

Printed Name	Signature	Address	Comment	Date
John Chumbe	John Chumbe	P.O. Box 43043 249043		10/17/09
Leslie Roberts	Leslie Roberts	7510 Delfin Ave		10/12/09
Katherine Payne	Katherine Payne	1816 N. Solano St. 91764 Antelope, Ca		10/17/09
Shamka Jones	Shamka Jones - fond	5050 COURTHOUSE		
Veronica Christen	Veronica Christen	4818 Shonatan Ave LA Ca 90256		10/17/09
Pamela L. McDonald	Pamela L. McDonald	11625 Crenshaw Blvd 90230 Inglewood Ca		10/17/09
Veronica Richardson	Veronica Richardson	525 S. Euclid Ave #7		10/17/09
Barrington Bell	Barrington Bell	431 W. 56th St. 90062		10/17/09
Brigitte Franklin	Brigitte Franklin	348 Crenshaw Ave. 90008 L.B. 90008		10/17/09
Kelley Lempere	Kelley Lempere	2116 Delta Ave.		10/17/09
BOBBIE COOPER	BOBBIE COOPER	2325 W. 31st St		10/17/09
Sella Evans	Sella Evans	1519 S. Mansfield Ave		10/17/09
Chika Williams	Chika Williams	8210 Lockette Ave		10/17/09
Janet L. Brown	Janet L. Brown	1332 S. Redondo Blvd 90244 L.A.		10/17/09
James McElroy	James McElroy	2916 Chaparral Ave L.A. 90046		10/17/09
Edgar Collins	Edgar Collins	3632 W. Chapman Ave 90061		10/17/09

Printed Name	Signature	Address	Comment	Date
Angela D. Davis	<i>[Signature]</i>	1250 Kipling Ave. Q14		10/17/09
Debra Lee	<i>[Signature]</i>	4041 Denton Ave L14		
Desiree Bryan	<i>[Signature]</i>	2701 W. Imperial Blvd #4		10/13/09
Marie Rios	<i>[Signature]</i>	281 W. Imperial Blvd #5		10/13/09
Earl Drisdan	<i>[Signature]</i>	4101 Somerset Dr LA CA 90008		10/17-09
PHYLLIS ARNEY	<i>[Signature]</i>	5116 CHARITON AVE. LOS ANGELES, CA 90072		10-17-09
Roge Culbertson	<i>[Signature]</i>	390 Oak Ave #21 Los Angeles CA 90008		10/17/09
Marlene Greene	<i>[Signature]</i>	4226 W. 59 th St LA 90043		10/17/09
Lele Harrell	<i>[Signature]</i>	1310 12th Ave #101 LA CA 90019		10/17/09
Lisa Sims	<i>[Signature]</i>	11716 S. Normandie Ave Los Angeles CA 90044		10/17/09
Sandra Carter	<i>[Signature]</i>	1261 Denbigh CABON 90742		
Sheryl Jones	<i>[Signature]</i>	3537 Chapin Ave LA CA 90008		10/17/09
Sharon Brown	<i>[Signature]</i>	600 S. Osage Ave #1 Inglewood 90301		
Althea	<i>[Signature]</i>			
Althea	<i>[Signature]</i>	1165 S. Pacific	LaSang	

Printed Name	Signature	Address	Comment	Date
Darla Pulliam	Darla Pulliam	4229 S. Castro Ave		10.17.09
Lecille Entwistle	Lecille Entwistle	3120 104th		
Sandra Lock	Sandra Lock	4142 Patwood Dr		
Melvin May	Melvin May	3955 Dublin Ave.	Let's work together!	10-17-09
Melba Edwards	Melba Edwards	7713 S. HOOVER ST #1	LA 90044	10-17-09
Donna Dwyer	Donna Dwyer	5700 W 61st #118	Can I help?	10-17-09
Jeffrey Bailey	Jeffrey Bailey	14223 S. HOOVER		10/17/09
Michael	Michael	567 ST JOHNS PL		10/17/09
Shelia Costa	Shelia Costa	226 E Randolph PL		10-17-09
Kathleen Finkbeiner	Kathleen Finkbeiner	530 W 57th St. LA		10/17/09
Russell Lyons	Russell Lyons	3902 REXTON AVE. CA		10/17/09
Allegre Alst	Allegre Alst	4123 Edgewood Dr. LA 90008		10/17/09
Kim Roberts	Kim Roberts	3901 Deegan BL. CA		10/17/09
Marlo Green	Marlo Green	1808 57th LACCA 90057		10/17/09
GAYLE PERSON	GAYLE PERSON	3722 Wellington Rd 90016		10/17/09
Kenora Stokes	Kenora Stokes	1813 E. Derris Rd Carmen, CA 90746		10/17/09

Printed Name	Signature	Address	Comment	Date
Betha Kimple	Betha Kimple	1439 W. 45 th ST		10/11/09
Jeff Walker	Jeff Walker	821 Glenway #4 Tor		10/17/09
Condoleezza	Condoleezza	1270 W 59 th St LA CA 90037		10/17/09
ELAN NEVISE	Elan	3921 S Orange bl 9008		10/17/09
Chariss Wilson	Chariss Wilson	1199 Regent 73557 3838 Stone 14 #423 L.A. CA 90008		10/17/09
Corina Louane	Corina Louane			10/17/09
Thyrind Martinez	Thyrind	39-30 URSULA AN #4 LA CA 90008		
Sara Buley	Sara Buley	3812 Carmore Ave		10/17/09
P. Handy	Pat Handy	3501 West Bl		
Cynthia Smith	Cynthia Smith	814-502 Ave 90091		10/17/09
FRAN Butler	FRAN Butler	5347 Stillwater Dr 90008		10/17/09
Doris Coleman	Doris Coleman	4059 Hillcrest Dr. # A L.A. 90008		10-17-09
Dyan Lewis	Dyan Lewis	3853 Lorredon		10/17/09
Luca Bouda	Luca Bouda	244046 Macdonald Dr. Long Beach CA 92617		10/17/09
Bernadette Hernandez	Bernadette Hernandez	5715 1/2 Loretta St LA		10/17/09
Emilia Ware	Emilia Ware	10 Pasadena, CA 91101		10/17/09

Printed Name	Signature	Address	Comment	Date
MICHAEL HILL	<i>[Signature]</i>	1354 ROSEWELL AVE CA 92714		10/17/09
GRANDISON JAMES	<i>[Signature]</i>	10573 W. PICO BLVD #310 L.A. 90067		10/17/09
Carol Graham	<i>[Signature]</i>	43617 Boehm WILSONVILLE		10/17/09
PAUL DONS	<i>[Signature]</i>	11513 Tropic A		"
ERLINDA ALVAREZ	<i>[Signature]</i>	6030 CRENSHAW 90043		10/17/09
CYNTHIA CUPERT	<i>[Signature]</i>			
ZAKEN FRANK GILSON STROM	<i>[Signature]</i>	4407 Santa Tomas Dr Beverly Hills 90008		10/17/09
RULEY WASHINGTON	<i>[Signature]</i>	42416 Cleveland Ave 32112788	90008	10/17/09
ROBERTA J. HARRIS R. LAURE	<i>[Signature]</i>	105 W. Maple St #2045 38001 W. Maple Pkwy CA 90005		10/17/09
THEODORE J. HARRIS	<i>[Signature]</i>	8724 Artesia Blvd #31 Bellflower CA 90706		10/17/09
RICHARD GREEN	<i>[Signature]</i>	9457 Hillcrest		10/17/09
COLISS HARRIS	<i>[Signature]</i>	10341 S. La Salle		10/17/09
W. J. SIMON	<i>[Signature]</i>	5005 S. Richard St #13 LA 90013		10/17/09
MICHAEL J. HARRIS	<i>[Signature]</i>	1115 S. Parker Ave LA 90004		10/17/09
THEODORE J. HARRIS	<i>[Signature]</i>	2839 Virginia Rd LA 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
Kathy Spiller	Kathy Spiller	2251 Van Buren Pl		10-17-09
Antoinette Johnson	Antoinette Johnson	2919 4th Ave LA 90018		10-17-09
Kirk Lewis	Kirk Lewis	4022 W 28th Apt 4 CA 90013		10/11/09
Inge Collins	Inge Collins	1824 S. Colman Ave LA CA 90007		10.17.09
Deborah Stuart	Deborah Stuart	14114 Ardrie A Beverly Hills 90220		10/17/09
JEAN CEBRAN	JEAN CEBRAN	L.A. 90035 1440 HILTON ST 102		10/17/09
JACKIE SPANIT	JACKIE SPANIT	539 W 10th St LA 90014		10/17/09
Robert Dull	Robert Dull	3963 Crenshaw Blvd Los Angeles Ca		10/17/09
Heather Johnson	Heather Johnson	10935 ROSE AVE LA, CA 90034		10/17/09
Dawn Sneed	Dawn Sneed	4111 Green Ave #17 Los Angeles, CA 90070		10/17/09

Printed Name	Signature	Address	Comment	Date
Anna Thomas	<i>[Signature]</i>	201 W. 13th Street		
Darius Johnson	<i>[Signature]</i>	1636 N 208th St		
LEITHA WASHING	<i>[Signature]</i>	1812 YOSEMITE #2 214 90241		
Delia Powell	<i>[Signature]</i>	9287 Miller St Denver 90241		
Amc Cole	<i>[Signature]</i>	1582 W 52nd St 90022		
Robert Kent	<i>[Signature]</i>	14324 11th St 90247		
Henry Esie	<i>[Signature]</i>	836 S. Federal #103 90005		10-17-09
Heinrich Low	<i>[Signature]</i>	1321 W. 109th St 90005		10/17/09
Rada Cagle	<i>[Signature]</i>	4131 Somerside Hwy 90005		
Arvin J. Lee	<i>[Signature]</i>	11820 Acan Way 90064		
Tanesth Mary	<i>[Signature]</i>	8936 S. Abbott 90047	Save Filcrest	10/17/09
Tanya Floyd	<i>[Signature]</i>	1306 W. 77th St LA 90044		
Detrend Hess	<i>[Signature]</i>	1036 W 55th St		
Joee Mear	<i>[Signature]</i>	1041 W 55th St	Save Hillcrest	10/17/09
Lesla Roberts	<i>[Signature]</i>	15110 Dalton		10/12/09
Dorothy Barnes	<i>[Signature]</i>	5125 S. Garvey Hwy, 90022		10/17/09

Printed Name	Signature	Address	Comment	Date
Melissa Davis	<i>Melissa Davis</i>	6417 S. Overstreet #	Make no change	10/17/09
Amos Evans	<i>Amos Evans</i>	3603 Wadland D.		
Eric Leach	<i>Eric Leach</i>	4179A Buckingham Rd		
Tiffany Williams	<i>Tiffany Williams</i>	2914 1/2 West Blvd		
James McGhee	<i>James McGhee</i>	2916 Charlotte Ave LA 90016	Good Luck	10/17/09
Terrill Hunter	<i>Terrill Hunter</i>	4161 Marlborough		10/17/09
Carroll Bost	<i>Carroll Bost</i>	3561 Brown St		
Deborah Humphrey	<i>Deborah Humphrey</i>	3123 K. Howe St	Don't make change	10/17/09
Danacia Flowers	<i>Danacia Flowers</i>	1715 W 79th St.		
Dora Meeks	<i>Dora Meeks</i>	3568 Allinette Ave LA, CA 90008		10-17-09
Janette Terry	<i>Janette Terry</i>	4514 Dan Rodd A.		10-17-09
Will Jones	<i>Will Jones</i>	3510 W. Northwest Blvd		
Lauri Carter	<i>Lauri Carter</i>	1545 N. Jefferson Blvd		9/15/09
Martha Tucker	<i>Martha Tucker</i>	11743 S. Hampshire Ave LA 90044	Keep the music alive!	10-17-09
Mary Bellamy	<i>Mary Bellamy</i>	501 Hyde PK PL #11 Tulsa, OK 74102		10-17-09
Kishonayvalley	<i>Kishonayvalley</i>	3501 S. Howard Blvd		10-17-09

Printed Name	Signature	Address	Comment	Date
Latosha Gardner	[Signature]	4402 Dahlia St Longbeach Ca		10/17/09
Joseph Velasquez	[Signature]	3767 Bucking horse Rd. L.A. CA 90016		10/17/09
Samuel	[Signature]	1030 P. Orange Grove L.A. CA. 90046	Yes we can	10-17-09
Kamila Anasius	[Signature]	360 N Catorina Pasadena CA 91106		
Rosette	[Signature]	334 Bandy Ln 77025 7337		
Derek Wallace	[Signature]	1306 W. 1205 St L.A. CA. 90037		
Clarence Hunter	[Signature]	1602 So. Garwood Los Angeles 90019		10-17-9
Patricia	[Signature]	3748 S. Pluritt Ave L.A. CA	Yes!	10-17-09
Michael Dobb	[Signature]	4104 A. Thurnamby L.A. CA	Yes we can!	10-17-09
Callie Miller	[Signature]	7530 Simpson Ave North Hollywood 91605		
Robert Steven	[Signature]	1423 W. 11th St Hawthorne CA 90230		
Michael Miller	[Signature]			
Paul Schisler	[Signature]	18914 WEENE AVE LOS ANGELES CA 90024		
Tracy Maesa	[Signature]	4500 Sank Rosalind Ave COOR	Yes we can	10-17-09
Velma Brown	[Signature]	3630 Bandy Ave Hawthorne CA 90230		10-17-09
Yolanda Williams	[Signature]	4153 W. 162nd St LA 90045	Yes	10-17-09

Printed Name	Signature	Address	Comment	Date
Roslyn Jarvis	<i>Roslyn A. Jarvis</i>	14, CA. 90006 4221 McLaughlin Ave. #2	Save the Schools	10-17-09
Beatrice King	<i>Beatrice King</i>	3821 N. Cicero Ave #5	Save the school	10-17-09
Gregory Jones	<i>Gregory Jones</i>	1527 E 45th St Los Angeles 90011		
Warri Warren	<i>Warri Warren</i>	3920 1/2 Crestview Ave		
Jim Harlan	<i>Jim Harlan</i>	1935 S. Le Conte Ave	Stop selling drugs!	
M. Wash	<i>M. Wash</i>	897 W. Hollywood, CA		
Aline Taper	<i>Aline Taper</i>	12358 Melrose Blvd Chicago, IL 60610		
George Baen	<i>George Baen</i>	2136 E. 76th St.		
Terri	<i>Terri</i>	1010 S. Central		
Stacy Wilkins	<i>Stacy Wilkins</i>	3846 S. Broadway	Save the school	10-17-09
Donovan	<i>Donovan</i>	803 E 10th		
Dorene	<i>Dorene</i>			
Kevin Adams	<i>Kevin Adams</i>	837 1/2 Wyoth Pl. L.A. CA.	Keep our teachers with our kids...	
Cathy Youngblood	<i>Cathy Youngblood</i>	16134 Gower Ave. 90059 LA CA	Cultural Anthropologist	10-17-09
Anna McGee	<i>Anna McGee</i>	137 E 76th St	Keep our public schools	10-17-09

Printed Name	Signature	Address	Comment	Date
Danica Williams	Danica Williams	3854 Edgelyll Dr. LA 90008	Good luck	10/17/09
Yvette Moore	Yvette Moore	4123 Edgelyll Dr LA CA 90008		
Lernene Fife	Lernene Fife	1937 W 44th Street LA 90005		10-17-09
Stevie Hobbs	Stevie Hobbs	2023 N. Hollywood Blvd LA 91607		11/17/09
Kateshaling	Kateshaling	5718 1/2 102 Ave LA. Ca. 90043		12/2/09
Nicole Henry	Nicole Henry	10320 S. Broadway #7 LA Ca 90003		
Jewelle Jude	Jewelle Jude	4114 Deveney Blvd LA 90008	Good bless!	11/17/09
M. Fife	M. Fife	431102 90003 P.O. Box 90003		
Karlene	Karlene	3824 W. 102nd St LA 90043		
Robin Mack	Robin Mack	P.O. Box 4961703 L.A 90049	Send the children Good luck	10/17/09
Shelia Green	Shelia Green	15000 Riverside St L.A. 90049		10/17/09
PR/MC ZAHNE	PR/MC ZAHNE	P.O. BOX 361042 L.A. 90036		10/17/09
STAN FRIEDMAN	STAN FRIEDMAN	911 Boston Ave LA 90029		10/17/09
Arshine Wells	Arshine Wells	8344 So 2nd LA 90008	Good luck	10/17/09
Therese James	Therese James	1312 W. 102nd St LA 90049	Good luck	10/17/09
Dan Cornelius	Dan Cornelius	4037 W. 2nd St LA 90018	Good luck	10/17/09

Printed Name	Signature	Address	Comment	Date
Nathan Hobbs	Nathan Hobbs	4037 W 13th St. A		10/17/09
Johan Epps	Johan Epps	6915 HARS 4th CA	J loves the kids	
Darlene Colbert	Darlene Colbert	4740 W 152nd Lane Dale		
Leslie Robins	Leslie Robins	914 Redding Way 2435 E. 115th St	Went as a child	10/17/09
Yvonne Daise	Yvonne Daise	1105 W. 109th		10/17/09
Brenda Gross	Brenda Gross	211 VESTLEY 90302 3822 REID ST. AVE 508		10/17/09
Verita Gray	Verita Gray	15115 1st -	May leave 1 April to	10/17/09
Terrence Wilkins	Terrence Wilkins	4646 Coliseum ST E 90216		10-17-09
Ar Acio S	Ar Acio S	534 Venice Hwy Los Angeles CA 90302		10-17-09
Michelle Soto	Michelle Soto	56033 Mandel ST. W 90016		10-17/09
A. Lewis	A. Lewis	3853 Loreado Way		10/17/09
Stephane Leach	Stephane Leach	809 Egewood St #7 Inglewood 90302		10/17/09
Shirley Sander	Shirley Sander	1732 W. 146th St Gardena 90247	Stay our school	10-17-09

Printed Name	Signature	Address	Comment	Date
Marisol N.	Marisol N.	3939 Stevely Av #8	Muy bien	10-22-09
Mathew Jones	Mathew Jones	4146 Dan Jose Dr.	Others	10-22-09
Teresa Sherd	Teresa Sherd	200 N. Spring St. Rm 303 LA 90012		10-22-09
Leon Bellette	L	4305 Dequen Bl Ste 101 L.A. 90011		10/22/09
Veronica	Veronica	4530 Coliseum St LA 90011		10/22/09
Veronica	Veronica	"		10/22/09
Leanne Stewart	Leanne Stewart	3850 Potomate Ave #4		10/22/09
Dominick Paschal	Dominick Paschal	4910 Saint Rosalia Dr LA CA 90008		10/22/09
Patricia Gentile	Patricia Gentile	P.O. Box 84716 Los Angeles CA 90088	Parent Helicrest	10-22-09
Carra	Carra	1550 Elegante Ct Corona		10/22/09
Yolanda Cruz	Yolanda Cruz	L.A. CA 90034		10/22/09
Monika	Monika	4115 Fairwood		10/22/09
Sharon	Sharon	5020 Rodas Rd		10/22/09
Hammond	Hammond	333 LA CA 90011		10/22/09