



Santa Ana
Unified School District

Enrollment Committee Update

December 14, 2010

Jane A. Russo, Superintendent

Joe Dixon, Assistant Superintendent Facilities and Governmental Relations

Herman Mendez, Assistant Superintendent, Elementary Division

Board of Education

Audrey Yamagata-Noji, Ph.D., President

Rob Richardson, Vice President

José Alfredo Hernández, J.D., Clerk

John Palacio, Member

Roman A. Reyna, Member



- Board authorized formation of Enrollment Committee in 2009/10 to study:
 - Demographics
 - Measure G impact on capacity
 - Parental choice (K – 6)
 - Portable removal
 - Traveling distance



- Elementary enrollment increasing
- Modernization projects
- P2P projects
- Portable removals



Enrollment Committee	Board of Education
Research enrollment projections, school capacities, State guidelines, walking distances, and physical constraints within the District	Approve the concept and formation of an Enrollment Committee
Review Board policies for attendance areas	Approve the Committee member composition
Establish criteria for enrollment analysis	Review the Committee's recommendations
Establish the process timeline	Approve the recommendations that will best meet the needs of the District
Hold site and community meetings to gather input	
Draft a plan that takes community input into account	
Recommend adjustments to the Board of Education	
Coordinate with school staff to notice parents at affected schools	



Committee Composition

- ☐ Deputy Supt. - Dr. Cathie Olsky
- ☐ Human Resources – Chad Hammitt
- ☐ Elem. Ed. – Asst. Supt. Herman Mendez
- ☐ Secondary Ed. – Asst. Supt. Dawn Miller
- ☐ Elementary Principal – Manuel Fuentes
Esqueda Elementary
- ☐ Intermediate Principal – Jeff Bishop
Sierra Intermediate
- ☐ High Principal – Greg Rankin
Godinez Fundamental High
- ☐ Special Education – Diane Blevins
- ☐ 3 SAEA Representatives for Teachers
- ☐ 3 CSEA Representatives for Classified Staff
- ☐ 9 Parents



On May 11, 2010, the Board approved
four K-6 pilot schools for the 2010/2011 school year:

- Jefferson
- Madison
- Santiago
- Sepulveda



Santa Ana
Unified School District

Elementary Grades 6 Pilot

Herman Mendez

MEASURE 5
your tax dollars at work



- Madison
- Jefferson
- Santiago
- Sepulveda*



*Did not participate due to low grade 6 enrollment.



School	Classroom # 1 Enrollment	Classroom # 2 Enrollment
Madison	21	20
Jefferson*	28	27
Santiago	35	35

***One class closed due to low enrollment of only 9 students – two classes are participating.**



Jefferson

What Worked?	Challenges	Recommendations
<ul style="list-style-type: none">• Good collaboration with secondary site Administration and District level departments• No student behavior issues• Facilities available to support program• Students performed well on benchmark one	<ul style="list-style-type: none">• Need to align sixth grade benchmark assessments (elementary trimesters vs. intermediate semesters)• Not enough students to maintain the sixth grade Dual Language program.	<ul style="list-style-type: none">• Continue consistent collaboration among sixth grade teachers• Continue with sixth grade offering for 2011-12



Jefferson Students



- Ally and Bernice like the grade 6 because:
- “We only have to think about two teachers, instead of many.”
- “We are the big kids here.”
- “We don’t have to learn new rules.”



Ms. Kerley



Ms. Kerly likes the program and shares:
“ The students have more time to mature, before going into Intermediate school.”
“The program is running smoothly, and I love being here.”



Madison

What Worked?	Challenges	Recommendations
<ul style="list-style-type: none">•Smooth opening•Teachers are enthusiastic, knowledgeable, and committed•All materials received quickly and ready for day one•Student enrollment avoided combination grade classrooms	<ul style="list-style-type: none">•Obtain full written commitment from parents to attend Madison for sixth grade•Students leaving to attend fundamental schools	<ul style="list-style-type: none">•Continue sixth grade into 2011-12 school year•Inform parents of fundamental school program options, i.e. student must select between staying as sixth grade student and taking a fundamental school placement, if called



Ms. Yee



Ms. Yee and her students are enjoying grade 6 at Madison.

She shares that the students are good role models for the younger students and participate in mentoring them.

She and the students enjoy using the Open Court English language arts program materials – it is rich in interesting content.



Madison – Ms. Serrano



Ms Serrano taught at the Intermediate level. She feels that the students at Madison have a high level of enthusiasm for learning.



Madison students



**Madison students
comment that:**

- **One teacher is better, because we get more help.**
- **We've learned new things, like math and about Mesopotamia.**
- **It's better here.**



Santiago

What Worked?	Challenges	Recommendations
<ul style="list-style-type: none">•Strong parent support•Students are enthusiastic•Available space•Choice option for parents	<ul style="list-style-type: none">•Short timeline	<ul style="list-style-type: none">•Consider the parents desire to expand the program to seventh grade



Santiago



- Parents have expressed their satisfaction with the program and opportunity to have their children remain at Santiago as grade 6 students.



What Worked?	Challenges	Recommendations
<ul style="list-style-type: none">•Smooth opening•Students are enthusiastic•Open Court training well received by staff•Tapped into knowledge base of existing program (i.e. Taft)•Multiple opportunity to obtain parent feedback (parent meetings, interest survey)•Facilities available to support program•Strong Parent Support	<ul style="list-style-type: none">•Sustaining student enrollment to avoid closure•Short timeline•Consider impact on intermediate schools•Fundamental schools draw students and reduce sixth grade enrollment	<ul style="list-style-type: none">•Maintain sixth grade for 2011-12 school year•Continue consistent collaboration among sixth grade teachers•Identify parent interest for current fifth grade students•Evaluate academic impact of program•Provide Spring transition for entry to seventh grade•Fully inform parents of fundamental process and options



Next Steps

- Survey parents of current fifth grade students at the pilot schools(Jefferson, Madison, and Santiago) to determine interest in sixth grade student placement for 2011-12.
- Continue K-6 configurations into a 2nd pilot year to review student academic benefit as measured on STAR (State Assessment System).
- Evaluate social emotional benefit.
- Survey parents of sixth grade students at Santiago School, as to the interest for a seventh grade program.
- Enrollment Committee to bring forth a report to the Board as to the feasibility of seventh grade at Santiago School.
- Adjust boundaries to:
 - Provide for parental choice
 - Balance enrollment & reduce overcrowding
 - Improve traveling distance (SAHS/VHS)