

# EXHIBIT E

# Year 1 Priority Schools

**Banks**

**Banks Elementary School – Integration Improvement Action Plan**  
**Year of Implementation: 2020-21 (Year 1 Priority)**  
**Principal: Gail Milton Silverbell Regional Superintendent: Brian Lambert**  
**Integration Team: Principal, CSP, Counselor**

Student Profile

<b>Mobility Rate</b> (Rate)	<b>F&amp;RL</b> (% of FRL Students)	<b>ELL</b> (% of ELL Students)	<b>ExEd</b> (% of ExEd Students)
44%	76%	8%	16%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Banks Enrollment</b>	54	19%	9	3%	210	74%	1	0%	1	0%	7	2%	282
% non-neighborhood													25%
<b>2019-20 Avg ES Enrollment</b>	<b>21%</b>		<b>10%</b>		<b>59%</b>		<b>4%</b>		<b>2%</b>		<b>4%</b>		
<b>USP Integration Range +/- 15% Dist Avg</b>													
	<b>6-36%</b>		<b>0-25%</b>		<b>44-70%</b>		<b>0-17%</b>		<b>0-17%</b>		<b>0-19%</b>		
<b>Future Integration Range +/- 25% Dist Avg</b>													
	<b>0-46%</b>		<b>0-35%</b>		<b>34-70%</b>		<b>0-29%</b>		<b>0-27%</b>		<b>0-29%</b>		

School Integration Goals

1. Banks is integrated if all racial/ethnic students groups fall within +/-25% of the District average for elementary schools, and no group is over 70%.
2. Banks is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade (Future Integration definition)

School Integration Status

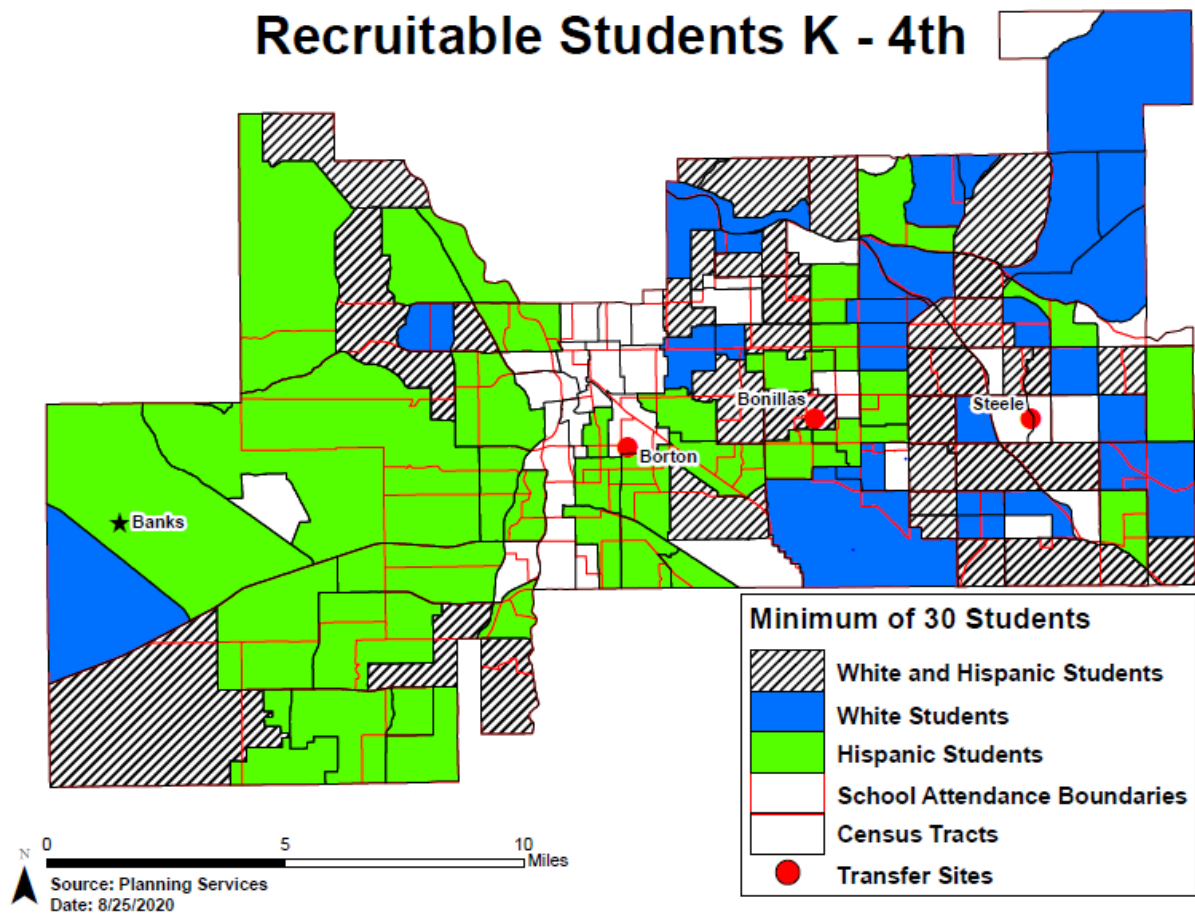
Banks ES has been integrated four of the past six years. In SY 2019-20, all racial/ethnic groups were within + or - 25% from the district average, but Hispanic students were over the 70% threshold at 74%.

### **A. Targeted Population; Recrutable Students**

Targeted Population: Non-Hispanic Students

Targeted Recruitment Goal: 25 additional non-Hispanic students

Targeted Zones: to the south/southwest of Banks lies a targeted zone with 30 or more recruitable white students, and a targeted zone with 30 or more mixed white and Hispanic students.



## **B. Transportation**

### **1. Assessment**

#### Existing Services

Banks currently utilizes three regular morning routes for 167 routed students, with fewer students routed in the morning through TUSD routes. Banks also utilizes one exceptional ed route for two students, with fewer students routed in the morning than the afternoon. Banks has no late activity buses and does not assign elementary students to public transportation. There is one contracted route in the morning to supplement the three TUSD morning routes. Banks does not currently utilize an express shuttle. Banks is not a transfer site and is not part of the transfer system.

#### Needs Based on New Priorities; Service Gaps

Banks needs an incentive route or express shuttle from one or more incentive zones with 30 or more non-Hispanic students.

### **2. Strategies**

For SY2021-22 (to begin promotion in the fall of 2020), the District will add one incentive route that would serve an incentive stop in the incentive zone to the southwest of Banks that is identified as having more than 30 recruitable white students, and an incentive stop in the incentive zone to the south of Banks that is identified as having more than 30 recruitable white/Hispanic students. In SY2019-20, Banks worked with the Transportation department to establish a stop near the attendance area border with an adjacent school district to the north. This route will continue to serve this stop in SY2020-21.

### **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing incentive transportation to Banks to determine if the routes are operating to further improve integration.

Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

#### **4. Budget**

There is no additional cost to adding the incentive route to Banks as the District will utilize existing resources and routes.

### **C. Marketing, Outreach, and Recruitment**

#### **1. Foundation**

The foundation for Banks' marketing, outreach, and recruitment strategies is TUSD's districtwide "Knowledge Changes Everything" campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child. Research reveals that racially diverse schools benefit students in multiple ways:

- Improved cognitive skills, critical thinking, and problem solving
- Increased ability to work with others from diverse cultures
- Improved test scores
- Wide-ranging educational success, including higher graduation rates
- Learning environments that develop students' "funds of knowledge"

Banks is the only school in the southwest sector of TUSD that has met the definition of integration over the past few years. Banks will highlight that distinctive opportunity to parents along with the benefits of enrolling their child in such a school.

#### **2. Professional Learning**

At Banks, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Banks' staff will participate in a targeted professional

learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for Banks's strategies for the forthcoming enrollment period.

### **3. Strategies**

Banks will market on the Nextdoor App, and on social media, to promote school highlights and upcoming events. Banks will also use mailers (postcards, flyers, etc.) to families in the targeted zones. Mailers will also include information about the incentive stops and incentive route, tuition-based preschool program, school tours, and community partners.

The Banks integration team will also lead efforts to call interested families for school tours, conduct open houses with community partners serving families, and participate in District-level outreach and recruitment events, where possible. Banks will target its marketing and recruitment strategies to the areas to the south and southwest with identified recruitable non-Hispanic students.

Banks marketing and outreach will focus on highlighting the following: benefits of an integrated education (particularly in an area surrounded by racially concentrated schools); incentive transportation stops; environmental studies (including partnerships with Kitt Peak National Observatory for stargazing nights and with Camp Cooper for 4<sup>th</sup> and 5<sup>th</sup> grade adventures); community partnerships, sports teams and musical instrument instruction for third, fourth, and fifth graders.

#### COVID plan

Hold Zoom meetings for interested parents to market the school in the same manner as would occur in person, including a virtual school tour. The virtual tour will also be posted on the school website.

### **4. Monitoring and Evaluating Effectiveness**

Banks will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Banks Integration Team for follow-up. The DSA/CSA will monitor plan implementation from October through June. In January,



the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Banks.

Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

## **5. Budget**

Based on identified need, Banks may receive additional funding by the start of the second quarter for added duty and marketing materials.

**Cholla**

**Cholla High School – Integration Action Plan**  
**Year of Implementation: 2020-21 (Year 1 Priority)**

**Principal:** Frank Armenta **Silverbell Regional Superintendent:** Brian Lambert

**Integration team:** Principal, APs, CSP, IDIC, IB Coordinator, IB/CTE Teachers

Student Profile

<b>Mobility (Rate)</b>	<b>F&amp;RL (% of FRL Students)</b>	<b>ELL (% of ELL Students)</b>	<b>ExEd (% of ExEd Students)</b>
27%	61%	6%	12%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Cholla Enrollment</b>	114	6%	77	4%	1448	82%	100	6%	9	1%	23	1%	1771
% non-neighborhood													21%
<b>2019-20 Avg HS Enrollment</b>	<b>22%</b>		<b>9%</b>		<b>59%</b>		<b>3%</b>		<b>3%</b>		<b>3%</b>		
<b>USP Integration Range + / - 15% District HS Avg</b>													
	<b>6-36%</b>		<b>0-25%</b>		<b>44-70%</b>		<b>0-17%</b>		<b>0-17%</b>		<b>0-19%</b>		
<b>Future Integration Range + / - 25% District HS Avg</b>													
	<b>0-46%</b>		<b>0-35%</b>		<b>34-70%</b>		<b>0-29%</b>		<b>0-27%</b>		<b>0-29%</b>		

School Integration Goals

1. Cholla is integrated if all racial/ethnic students' groups fall within +/-25% of the District average for high schools, and no group is over 70%.
2. Cholla is making progress towards integration if it is Integrated in ninth and such integration is maintained through tenth grade.

School Integration Status

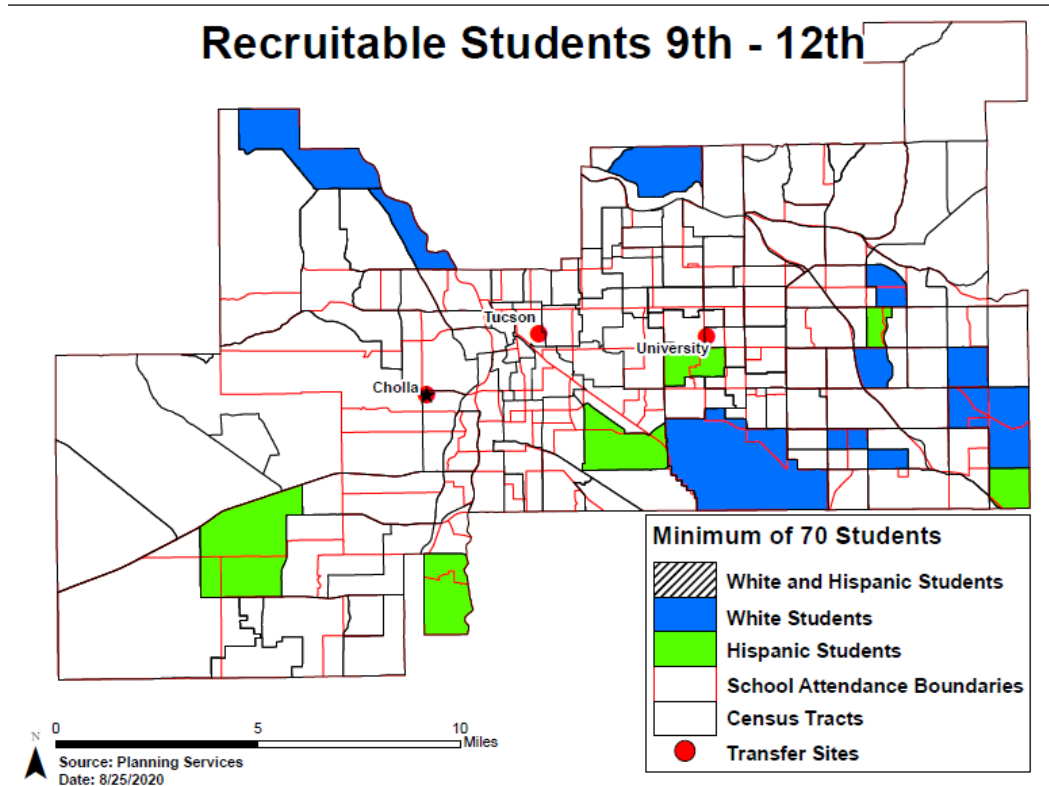
Cholla is a racially concentrated school (82% Hispanic). In SY 2019-20, all racial/ethnic groups were within + or – 25% from the high school average, except Hispanic students. In SY2019-20, the student population reflected the neighborhood as approximately 80% of Cholla students come from the immediate neighborhood. More important, Cholla is over capacity so there are very few available open enrollment seats each year.

**A. Targeted Population; Recruitable Students**

Targeted Population: Non-Hispanic Students

Targeted Recruitment Goal: additional non-Hispanic students (Cholla would need to add approx. 200 non-Hispanic students to meet the integration definition).<sup>1</sup> The goal for the next two school years is to add a net gain of 30 non-Hispanic students by SY2021-22, and an additional 50 non-Hispanic students by SY2022-23. This goal is calculated to reduce racial concentration by 4% over two years without creating a capacity problem.

Targeted Zones: to the north of Cholla lies two census tracts with 70 or more recruitable white students (near the District’s northern border), and to the east of Cholla lies a census tract with 70 or more recruitable white students (in the area of Roberts-Naylor K-8, Vail MS, and Davis-Monthan Air Force Base).



<sup>1</sup> The District cannot simply add 200 students as Cholla is at its operating capacity. Therefore, the District’s goal for this plan is to improve diversity and reduce racial concentration, but not necessarily to meet the definition of an integrated school – a goal that is not practicable or feasible.

## A. **Transportation**

### 1. **Assessment**

#### Existing Services; Service Gaps/Needs

Cholla currently runs 15 regular morning routes for 827 routed students, with fewer students routed in the afternoon through TUSD routes. Cholla also runs 7 exceptional ed routes for 48 students, with fewer students routed in the pm. Cholla also runs three late activity buses. Cholla currently has a shuttle from Tucson High. Cholla currently assigns 157 students to use public transportation. There is a public transportation route that serves Cholla HS from the downtown public transportation transfer point. There are two contracted routes in the afternoon to supplement the 12 TUSD afternoon routes. There is an express shuttle that starts at Cholla, stops at Tucson HS, and goes directly to Sabino HS each morning. There are currently no express shuttles to Cholla in the morning. In the afternoon, the express shuttle goes from Sabino HS, to Tucson HS, back to Cholla HS. Students can utilize Cholla HS or Tucson HS as an express shuttle stop for drop off and pick up. Cholla is not a transfer site, with the exception that it is used as a transfer site for the Sabino express shuttle.

Cholla needs incentive routes, express shuttles, or both from an incentive zone or zones with 70 or more non-Hispanic students.

### 2. **Strategies**

For SY2021-22 (to begin promotion in the fall of 2020), the District will create one incentive route from Rincon/UHS, with an incentive stop or stops to serve the area in and around Davis-Monthan Air Force Base (near Vail MS and Roberts-Naylor K-8) with 70 or more recruitable white students (including, additionally, non-Hispanic students attending the Vail self-contained GATE or Roberts-Naylor open-access GATE programs, and African American students as both schools have higher-than-average African American student populations). Ride time: 35-50 minutes.

The District will also create and promote an express route that will bring students to Cholla from the Doolen MS area (which houses a self-contained GATE program and has a higher-than-average African American population), through the area to the

north of Cholla near Grant and I-10 near two zones with 70 or more recruitable white students. Ride time: 25-35 minutes.

Cholla will seek to incorporate wi-fi and grab-and-go meals on one or both routes.

### **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing the express shuttle and incentive routes to Cholla to determine if the routes are operating to further improve integration. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

### **4. Budget**

There are no additional costs to adding the incentive route to Cholla as the District will utilize existing resources and routes. There may be some marginal cost to providing wi-fi and grab-and-go meals to students on these routes. If needed, such costs will be included in the SY2021-22 budget.

## **B. Marketing, Outreach, and Recruitment Strategies**

### **1. Foundation**

The foundation for Cholla's marketing, outreach, and recruitment strategies is TUSD's districtwide "Knowledge Changes Everything" campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child.

Cholla's marketing and outreach will focus on highlighting the following: IB program: an advance-learning program designed to help students to learn to have excellent breadth and depth of knowledge with students who flourish physically, intellectually, emotionally and ethically. Advancement Via Individual Determination (AVID), foreign languages, fine arts, Junior Reserve Officer Training Corps (JROTC) and multiple Career and Technical Education (CTE) course offerings.

### **2. Professional Learning**

At Cholla, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Cholla staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for Cholla's strategies for the forthcoming enrollment period.

### **3. Strategies**

Cholla will work through its integration team to continue to recruit across the District, focusing on the two identified incentive zones: (1) in and around Vail MS, Roberts-Naylor, and Davis-Monthan Air Force Base, and (2) in and around Doolen MS and Grant and I-10. Cholla will also target its outreach and recruitment efforts to existing middle school ALE students, including non-Hispanic students attending Wakefield middle school.

Cholla will work with the Communications Department in promoting the IB program through the following activities:

- Recruiting Events (Elementary/Middle School Presentations, Magnet Fair, HS Expo)
- Advertising including digital Advertising; TV/Radio Advertising
- Mass Mailings (Postcards/notices)
- School/District Website
- Printed Material (Rack cards/Brochure/Catalog of Schools)
- School Open Houses/Campus Tours
- Marquee
- TUSD Social Media Blast – Facebook/Twitter/Instagram, etc.
- Create and implement a Buddy Program to support incoming Freshman
- Create Personalized online engagement strategies (targeted outreach activities)

Cholla will require all counselors in the middle schools listed below to work collaboratively with Cholla High School’s counseling team to recruit students, provide materials and offer informational sessions on the programs offered at Cholla High School.

Cholla High School will target for recruitment 7<sup>th</sup> and 8<sup>th</sup> graders in the following schools:

- Vail Middle School, Doolen Middle School, and Roberts-Naylor K-8 School to include specific recruitment to self-contained and open-access GATE students who want to continue in an ALE pipeline, and to refugee and other students interested in Cholla’s IB program, Arabic Language courses, or Middle Eastern Studies Dual Credit course.
- Borman K-8 School (located on the Davis Monthan Air Force Base) to include specific recruitment to IB and Cholla’s CTE JROTC program.
- Dodge Traditional Magnet School (serviced through the new Rincon/UHS incentive route)

\*Cholla will also begin targeting 6<sup>th</sup> graders at Wakefield to begin considering IB as a viable ALE option after 8<sup>th</sup> grade.



#### **4. Monitoring and Evaluating Effectiveness**

Cholla will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Cholla Integration Team for follow-up.

The DSA/CSA will monitor plan implementation from October through June. In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Cholla.

Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

#### **5. Budget**

Based on identified need, Cholla may receive additional funding by the start of the second quarter for added duty and marketing materials.

Maxwell

**Morgan Maxwell K-8 School – Integration Improvement Action Plan****Year of Implementation: 2020-21 (Year 1 Priority)****Principal: Cesar Miranda Silverbell Regional Superintendent: Brian Lambert****Team: Principal, Dean, CSP**Student Profile

<b>Mobility (Rate)</b>	<b>F&amp;RL (% of FRL Students)</b>	<b>ELL (% of ELL Students)</b>	<b>ExEd (% of ExEd Students)</b>
29%	64%	10%	17%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Maxwell Enrollment</b>	49	11%		8%	334	73%	24	5%	9	2%	8	2%	460
% non-neighborhood													49%
<b>2019-20 Avg K-8 Enrollment</b>	<b>13%</b>		<b>9%</b>		<b>69%</b>		<b>4%</b>		<b>2%</b>		<b>1%</b>		
<b>USP Integration Range + / - 15% District K-8 Avg</b>													
	<b>0-26%</b>		<b>0-24%</b>		<b>54-70%</b>		<b>0-19%</b>		<b>0-17%</b>		<b>0-16%</b>		
<b>Future Integration Range + / - 25% District K-8 Avg</b>													
	<b>0-38%</b>		36		<b>44-70%</b>		<b>0-29%</b>		<b>0-27%</b>		<b>0-26%</b>		

School Integration Goals

1. Maxwell is integrated if all racial/ethnic students' groups fall within +/-25% of the District average for K-8 schools, and no group is over 70%.
2. Maxwell is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade (Future Integration definition)

School Integration Status

Maxwell is a racially concentrated school (73% Hispanic). In SY 2019-20, all racial/ethnic groups were within + or - 25% from the high school average. The

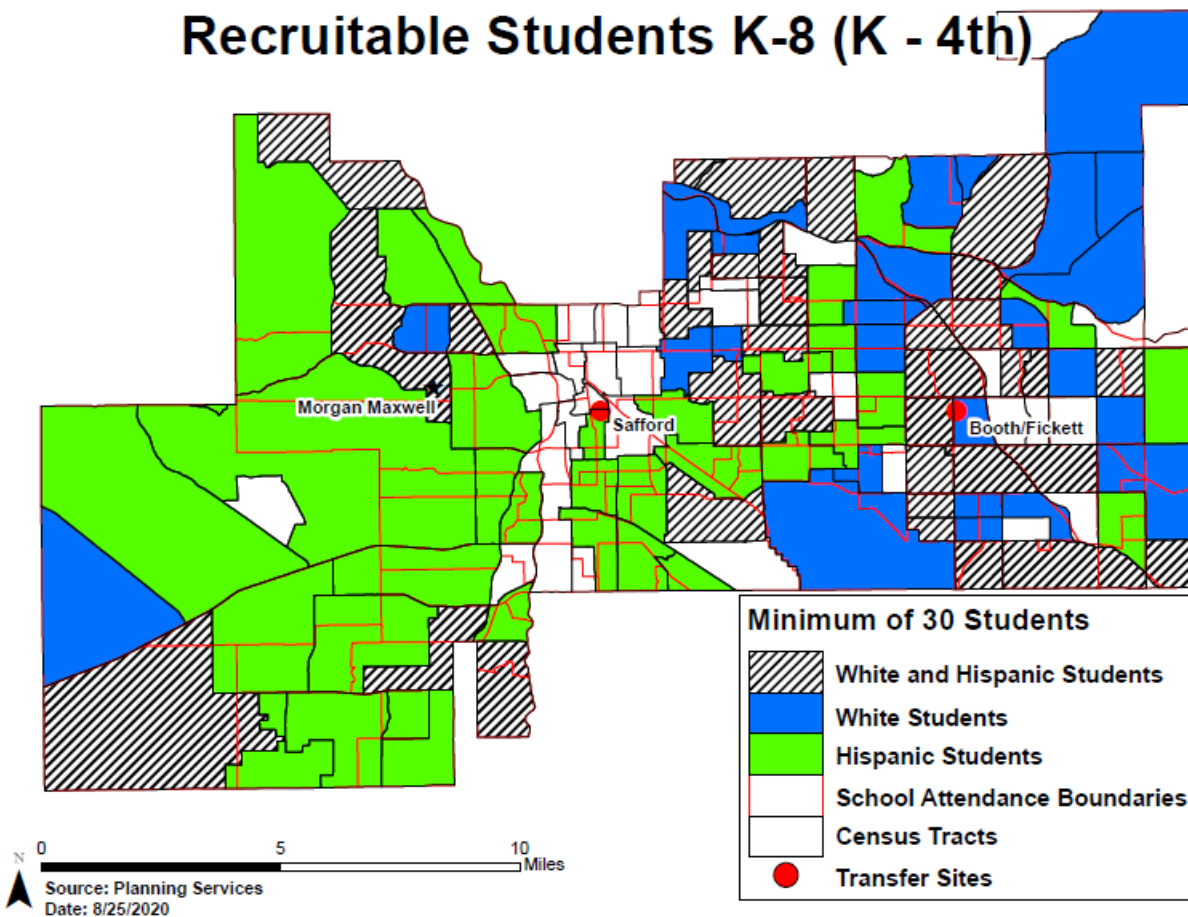
District has reduced racial concentration over the past few years moving from 79% Hispanic in 2014-15 to 73% in 2019-20.

**A. Targeted Population(s); Recruitable Students**

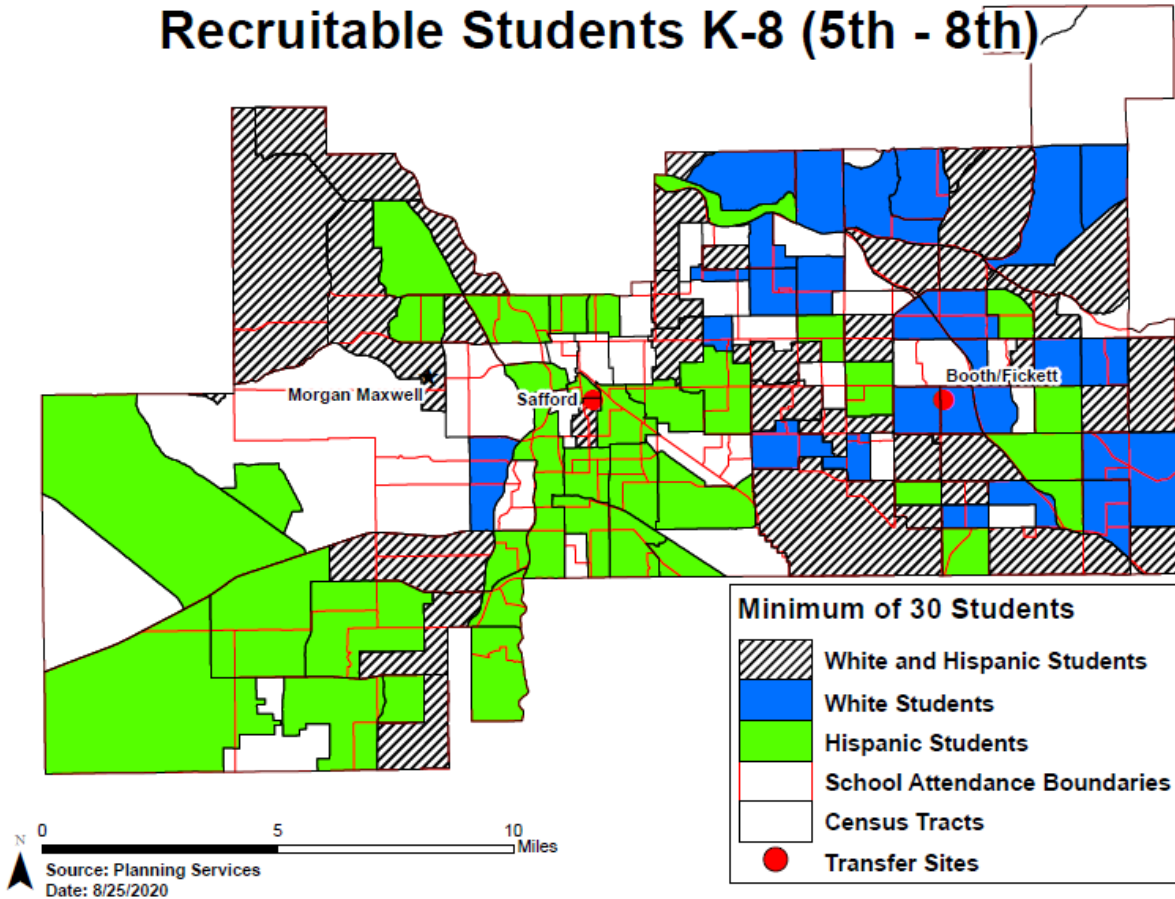
Targeted Population: Non-Hispanic Students

Targeted Recruitment Goal: 20 additional non-Hispanic students

Targeted zones: To the north of Maxwell lies a census tract with 30 or more white students in grades K-4, and to the southeast of Maxwell lies a census tract with 30 or more white students in grades 5-8.



## Recruitable Students K-8 (5th - 8th)



### B. Transportation Strategies:

#### 1. Assessment

##### Existing Services

Maxwell currently runs three regular morning routes for 143 routed students, with fewer students routed in the morning through TUSD routes. Maxwell also runs four exceptional ed routes for 29 students, with fewer students routed in the afternoon. Maxwell has one late activity bus. Maxwell does not assign any students to public transportation. There are two contracted routes in the morning to supplement the three TUSD morning routes. Maxwell does not currently utilize an express shuttle. Maxwell is not a transfer site.

### Needs Based on New Priorities; Service Gaps

Maxwell needs incentive routes, express shuttles, or both from an incentive zone or zones with 30 or more non-Hispanic students.

## **2. Strategies**

For SY2021-22 (to begin promotion in the fall of 2020), the District will add one incentive route that would serve an incentive stop in the incentive zone to the southeast of Maxwell that is identified as having more than 30 recruitable white students. The District has determined that it will not add an additional incentive stop in the Tully area to serve Maxwell because it is adding an incentive stop in that area for Robins.

## **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing incentive transportation to Maxwell to determine if the routes are operating to further improve integration. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

## **4. Budget**

There is no additional cost to adding the incentive route to Morgan-Maxwell as the District will utilize existing resources and routes.

## **C. Marketing, Outreach, and Recruitment Strategies**

### **1. Foundation**

The foundation for Maxwell's marketing, outreach, and recruitment strategies is TUSD's districtwide "Knowledge Changes Everything" campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents

and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child. Research reveals that racially diverse schools benefit students in multiple ways:

- Improved cognitive skills, critical thinking, and problem solving
- Increased ability to work with others from diverse cultures
- Improved test scores
- Wide-ranging educational success, including higher graduation rates
- Learning environments that develop students' "funds of knowledge"

Maxwell marketing and outreach will focus on highlighting the following: seventh and eighth grade students access to band and orchestra classes, before- and after-school through tutoring programs and advanced learning opportunities such as algebra, Gifted and Talented Education (GATE), and accelerated math and science.

Maxwell K-8 is only one of two K-8 offerings on the westside, a selling point for parents interested in the K-8 model in a more diverse setting.

## **2. Professional Learning**

At Maxwell, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Maxwell staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for Maxwell's strategies for the forthcoming enrollment period.

## **3. Strategies**

Maxwell will continue to implement strategies developed in their 2019-20 plan, but will add marketing on social media to promote the new incentive route and upcoming events. Maxwell will utilize mailers (postcards, flyers, etc.) to families in the targeted zones in and around the incentive stop. Mailers will also include information about the incentive stop and route, its 21<sup>st</sup> Century after-school program, and preschool program, and technology including whiteboards in every

classroom, document cameras and student computer workstations, and two computer labs. The school will also promote band, orchestra, and year-round sports for middle school students.

Maxwell's integration team and staff will participate in the pre-school enrollment fair at the nearby Brichta Early Learning Center, and will visit local daycares in the area to promote its diversity and the benefits of an integrated education. Maxwell staff will also host a kindergarten open-house, host parents and families for Title I information night, and an annual open house for all students and families. Maxwell staff will also participate in District events and enrollment fairs

The Maxwell integration team will also lead efforts to call interested families for school tours, targeting its marketing and recruitment strategies to the areas to the north and southeast with identified recruitable non-Hispanic students, and the area to the northwest and around Maxwell with recruitable mixed Hispanic and non-Hispanic students. Marketing and outreach strategies will focus on highlighting the following: benefits of an integrated education (particularly in an area surrounded by racially concentrated schools); incentive transportation stop; pre-school and after-school opportunities; in-school and in-class technology; and band, orchestra and sports for 6<sup>th</sup> – 8<sup>th</sup> graders.

#### **4. Monitoring and Evaluating Effectiveness**

Maxwell will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Maxwell Integration Team for follow-up. The DSA/CSA will monitor plan implementation from October through June. In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Maxwell.

Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and



recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

## **5. Budget**

Based on identified need, Maxwell may receive additional funding by the start of the second quarter for added duty and marketing materials.

**Robins**

**Robins K-8 School – Integration Action Plan****Year of Implementation:** 2020-21 (Year 1 Priority)**Principal:** Cesar Miranda **Silverbell Regional Superintendent:** Brian Lambert**Integration Team:** Principal, CSP, Counselor, Office Manager, Attendance RegistrarStudent Profile

<b>Mobility</b> (Rate)	<b>F&amp;RL</b> (% of FRL Students)	<b>ELL</b> (% of ELL Students)	<b>ExEd</b> (% of ExEd Students)
20%	45%	5%	12%

Student Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Robins Enrollment</b>	88	18%	26	5%	334	70%	6	1%	13	3%	9	2%	476
% non-neighborhood													36%
<b>2019-20 Avg K-8 Enrollment</b>	<b>13%</b>		<b>9%</b>		<b>69%</b>		<b>4%</b>		<b>2%</b>		<b>1%</b>		
<b>USP Integration Range + / - 15% Dist Avg</b>													
	<b>0-26%</b>		<b>0-24%</b>		<b>54-70%</b>		<b>0-19%</b>		<b>0-17%</b>		<b>0-16%</b>		
<b>Future Integration Range + / - 25% Dist Avg</b>													
	<b>0-38%</b>		<b>0-34%</b>		<b>44-70%</b>		<b>0-29%</b>		<b>0-27%</b>		<b>0-26%</b>		

School Integration Goals

1. Robins is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade (Future Integration definition)
2. Robins is integrated if all racial/ethnic students' groups fall within +/-25% of the District average for K-8 schools, and no group is over 70%.

School Integration Status

Robins K-8 is an integrated school with all groups within + or - 25% of the District average, and a Hispanic student population of 70% in SY2019-20. Because Robins K-8 is so close to the threshold for a racially concentrated school, the District is

treating it as a Year 1 priority school to continue to focus on integration and the benefits of an integrated school.

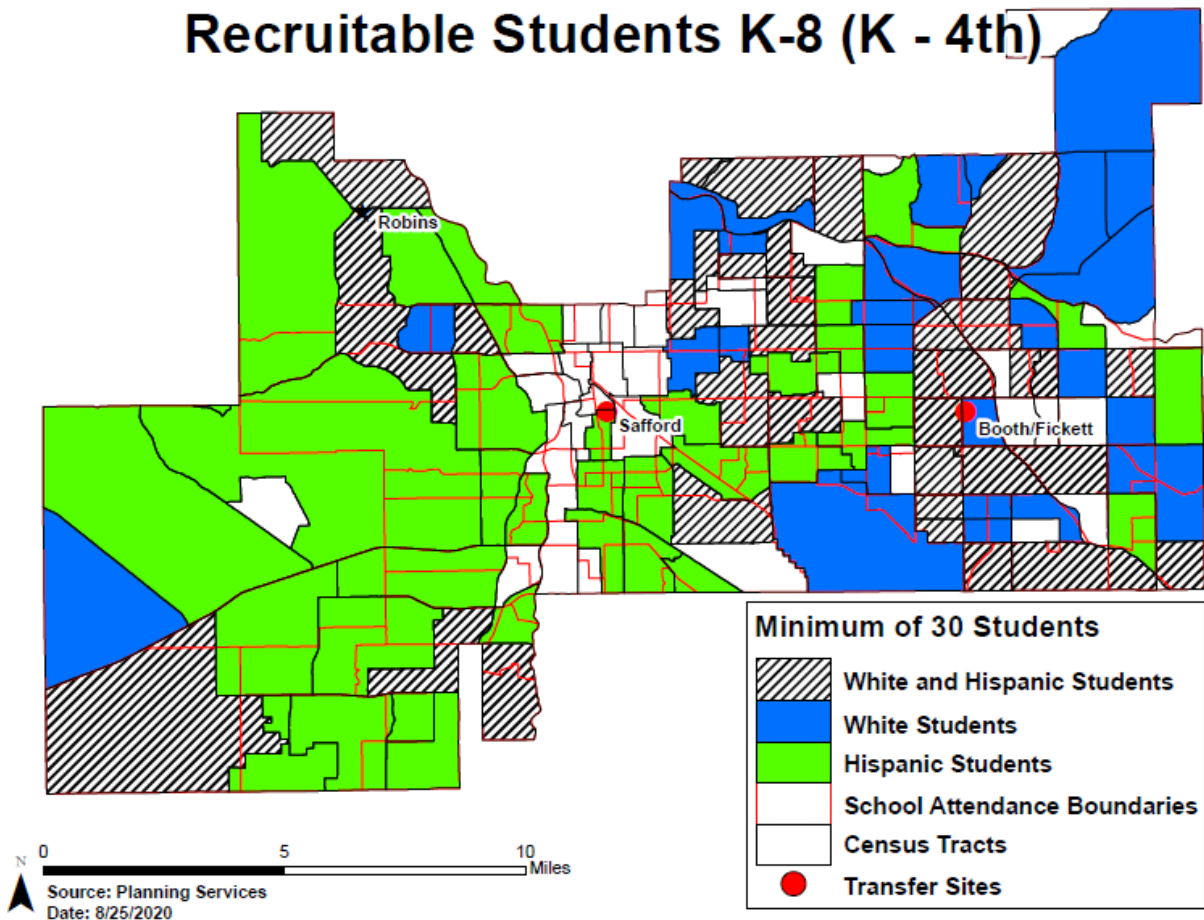
**A. Targeted Population(s); Recruitable Students**

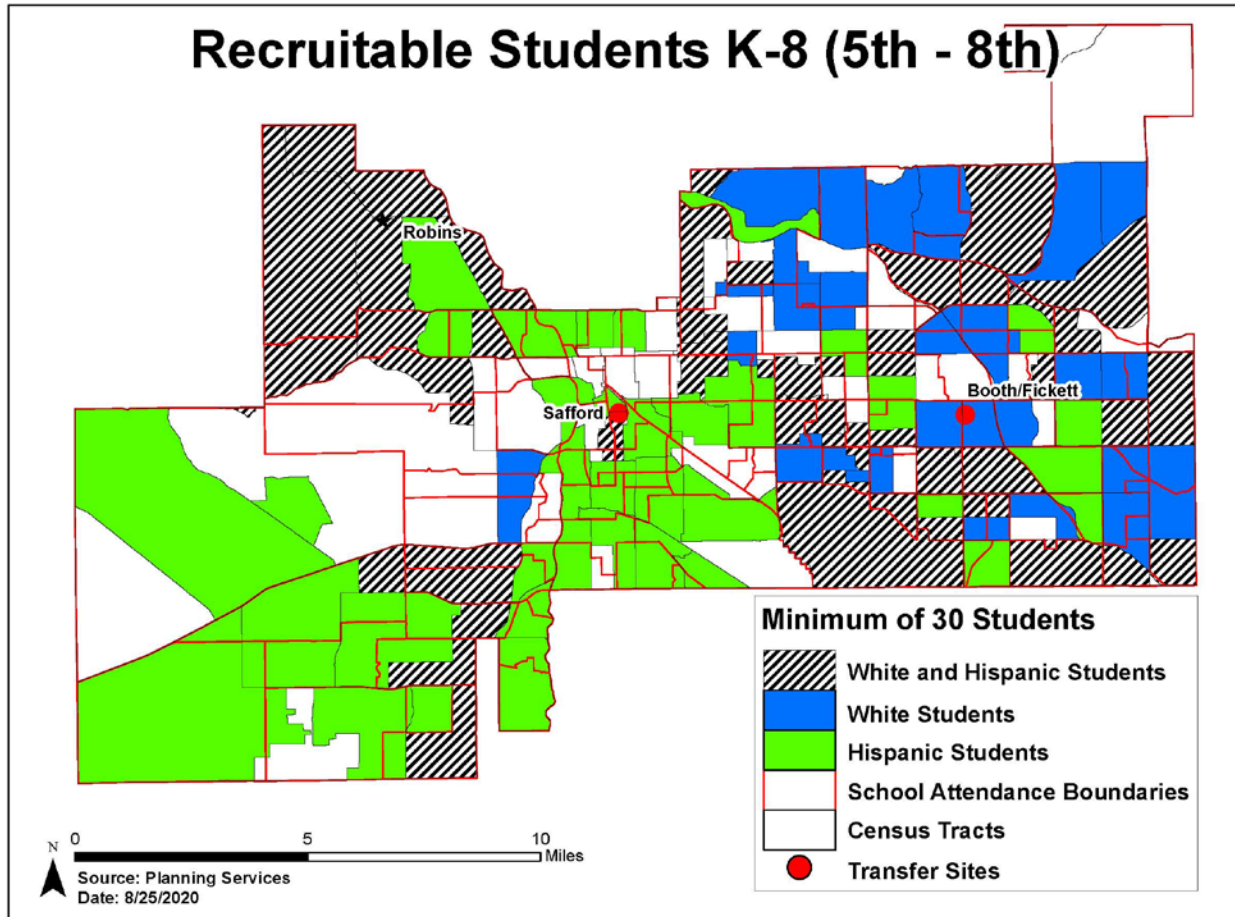
Targeted Population: Non-Hispanic

Targeted Recruitment Goal: Additional non-Hispanic Students

Targeted recruitment zone: To the east of Robins lies a census tract with 30 or more recruitable Hispanic students in grades K-4. There are no similar census tracts in the vicinity with recruitable Hispanic students in grades 5-8. Robins is also surrounded by mixed Hispanic and white student zones.

**Recruitable Students K-8 (K - 4th)**





## B. Transportation

### 1. Assessment

#### Existing Services

Robins currently runs seven regular afternoon routes for 207 routed students, and five morning routes with fewer students routed in the morning through TUSD routes (see contracted services below). Robins runs no exceptional ed routes or late activity buses. Robins does not assign any students to public transportation. There are no contracted routes to supplement the TUSD routes. Robins does not currently utilize an express shuttle. Robins is not a transfer site and is not part of the transfer

system.

### Needs Based on New Priorities; Service Gaps

Robins needs incentive routes, express shuttles, or both from an incentive zone or zones with 30 or more non-Hispanic students

## **2. Strategies**

For SY2021-22 (to begin promotion in the fall of 2020), the District will add one incentive route to serve an incentive stop in the incentive zone to the southeast of Robins that is identified as having more than 30 recruitable white students. Robins will continue to promote its regular bus routes that serve the immediate areas surrounding Robins that have 30 or more recruitable white and Hispanic students.

## **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing incentive transportation to Robins to determine if the route is operating to further improve integration. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

## **4. Budget**

There is no additional cost to adding the incentive route to Robins as the District will utilize existing resources and routes.

## **C. Marketing, Outreach, and Recruitment Strategies**

### **1. Foundation**

The foundation for Robins' marketing, outreach, and recruitment strategies is TUSD's districtwide "Knowledge Changes Everything" campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child.

Research reveals that racially diverse schools benefit students in multiple ways:

- Improved cognitive skills, critical thinking, and problem solving
- Increased ability to work with others from diverse cultures
- Improved test scores
- Wide-ranging educational success, including higher graduation rates
- Learning environments that develop students' "funds of knowledge"

Robins marketing and outreach will focus on highlighting the student benefits of attending an integrated school, and also its Opening Minds through the Arts (OMA) Gold school status. The OMA program integrates music, math, reading, writing and the arts to provide a consistent, quality education to all students; Robins students play a musical instrument for four years as part of their arts education. Robins also places a special emphasis on literacy, with small group instruction and before- and after-school tutoring as needed.

### **2. Professional Learning**

At Robins, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Robins' staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life

recruitment scenarios, and delve deeper into the planning and preparation for Robins's strategies for the forthcoming enrollment period.

### **3. Strategies**

Robins' integration team will lead efforts to host multiple opportunities for family engagement and parent interaction to promote recruitment of new students. Robins will continue to host a kindergarten parent welcome night for new families, and a middle school parent welcome night. Both are specifically designed to target entry-level students in kindergarten and sixth grade. Robins will continue to promote scheduled parent workshops, and to participate in district recruitment events including Play Performance, School Choice Fairs, and the Kinder Welcome at Brichta Early Learning Center.

Robins staff will highlight its educational opportunities by hosting a STEAM night, literacy night, and through its PTO-sponsored Peter Piper Pizza family event supported by presence of School Community Services support staff. Robins will also promote its Camp Cooper middle school event to prospective sixth graders, its GLOW Dance event, and its Night at the Museum family event.

### **4. Monitoring and Evaluating Effectiveness**

Robins will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Robins Integration Team for follow-up. The DSA/CSA will monitor plan implementation from October through June.

In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Robins. Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and



recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

## **5. Budget**

Based on identified need, Robins may receive additional funding by the start of the second quarter for added duty and marketing materials.

# Year 2 Priority Schools

Davidson

**Davidson Elementary School – Integration Improvement Action Plan****Year of Implementation:** 2021-22 (Year 2 Priority)**Principal:** Sarah Andricopoulos **Arroyo Chico Regional Sup't:** Richard Sanchez**Integration Team:** Principal, MTSS, CounsellorStudent Profile

<b>Mobility Rate</b> (Rate)	<b>F&amp;RL</b> (% of FRL Students)	<b>ELL</b> (% of ELL Students)	<b>ExEd</b> (% of ExEd Students)
56%	80%	12%	16%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Davidson ES Enrollment</b>	69	28%	42	17%	100	41%	9	4%	5	2%	19	8%	244
% non-neighborhood													36%
<b>2019-20 Avg ES Enrollment</b>	<b>21%</b>		<b>10%</b>		<b>59%</b>		<b>4%</b>		<b>2%</b>		<b>4%</b>		
<b>USP Integration Range + / - 15% Dist Avg</b>													
	<b>6-36%</b>		<b>0-25%</b>		<b>44-70%</b>		<b>0-17%</b>		<b>0-17%</b>		<b>0-19%</b>		
<b>Future Integration Range + / - 25% Dist Avg</b>													
	<b>0-46%</b>		<b>0-35%</b>		<b>34-70%</b>		<b>0-29%</b>		<b>0-27%</b>		<b>0-29%</b>		

School Integration Goals

- Davidson is integrated if all racial/ethnic students groups fall within +/-25% of the District average for elementary schools, and no group is over 70%.
- Davidson is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade (Future Integration definition)

School Integration Analysis

Based on the USP definition of integration, Davidson ES has been integrated four of the past six years, but not the past two years. In SY 2019-20, all racial/ethnic groups were within + or – 25% from the district average, meeting the future definition of integration.

By any account, Davidson is a school in which students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 40% Hispanic, 30% white, and 20% African American. To meet the existing definition of integration, Davidson would have to add more Hispanic students – effectively increasing the size of largest group of students at Davidson, and decreasing the size of other smaller groups. The goals of an integrated education cannot in this instance be achieved by significantly reducing the percentages of white and African American students or by significantly increasing the size of Davidson’s largest group, Hispanic students.

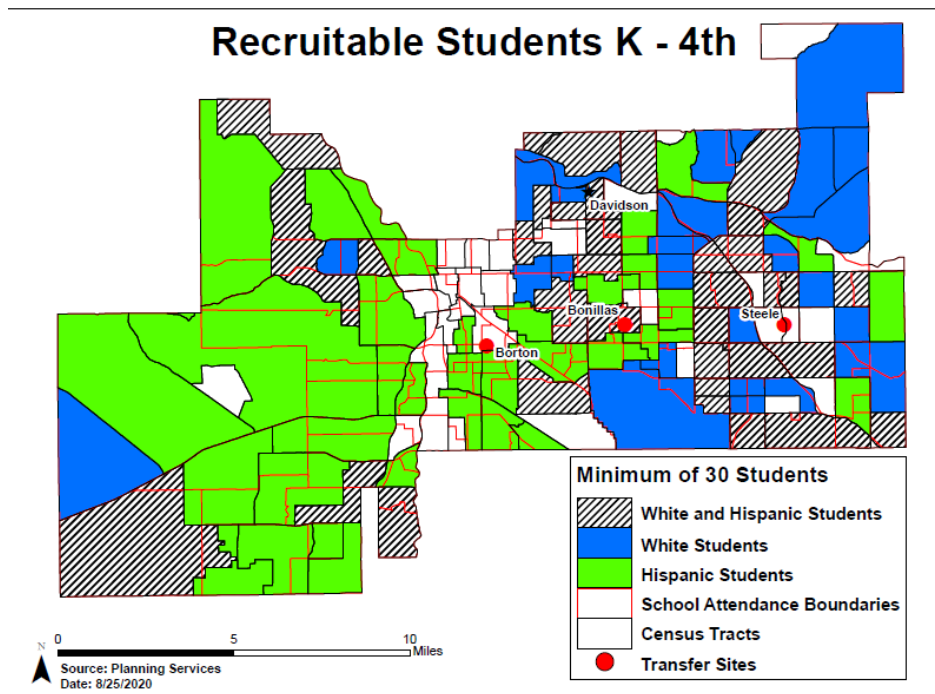
More important, Davidson currently meets the future definition of integration. The goal for Davidson therefore is to recruit from racially concentrated areas to reduce racial concentration and to increase the number of students attending an integrated school.

**A. Targeted Populations**

Targeted Population: Hispanic Students from racially concentrated schools; all students

Targeted Recruitment Goal: additional Hispanic students from racially concentrated schools; all students

Targeted Zones: neighborhood boundaries of racially concentrated schools



## **B. Transportation**

### **1. Assessment**

#### Existing Services

Davidson currently utilizes no regular morning routes. Davidson runs three exceptional ed routes for 39 students, with fewer students routed in the morning than the afternoon. Davidson has no late activity buses. Davidson does not assign elementary students to public transportation. Davidson has no contracted routes Davidson does not currently utilize an express shuttle and is not a transfer site or a part of the transfer system.

#### Needs Based on New Priorities; Service Gaps

The District has not identified any service gaps or transportation needs that would support increased integration at Davidson. Past assessments and experience in TUSD have revealed that very few elementary parents are willing to put their young students on long bus rides, or on express shuttles to schools that are geographically distant from the student's home neighborhood (i.e. TUSD's experience with the Drachman express shuttle). Most racially concentrated neighborhoods are geographically distant from Davidson.

Davidson already attracts more than a third of its students from outside its neighborhood boundary, the majority of whom are Hispanic. This suggests that transportation is not a primary obstacle to Hispanic enrollment at Davidson.

### **2. Strategies**

Creating new incentive or express routes are not promising strategies that would be expected to significantly increase the Hispanic population at Davidson. And, as discussed above, significantly increasing the Hispanic population at Davidson may operate against the overall goals of integration: increasing opportunities for interracial contact.

### **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership

trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing incentive transportation to Davidson to determine if students are utilizing free transportation to further improve integration. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

#### **4. Budget**

There are no additional transportation costs at this time.

## **C. Marketing, Outreach, and Recruitment**

### **1. Foundation**

The foundation for Davidson’s marketing, outreach, and recruitment strategies is TUSD’s districtwide “Knowledge Changes Everything” campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child. Research reveals that racially diverse schools benefit students in multiple ways:

- Improved cognitive skills, critical thinking, and problem solving
- Increased ability to work with others from diverse cultures
- Improved test scores
- Wide-ranging educational success, including higher graduation rates
- Learning environments that develop students’ “funds of knowledge”

Davidson’s marketing and outreach will focus on highlighting the following: benefits of an integrated education; incentive transportation; OMA Gold, highlighting the presence of laptops in every K-3 classroom plus a computer lab and two mobile laptop computer labs (COWs), and having the only after-school 3-octave hand chime choir in the district

### **2. Professional Learning**

At Davidson Elementary, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Davidson’s staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for Davidson’s strategies for the forthcoming enrollment period



### **3. Strategies**

The District will align Davidson’s integration plan with current efforts for all low-enrollment schools to focus on recruiting from racially concentrated boundaries.

- Bus Shelter signage
- Postcard mailers to targeted neighborhoods
- Participate in Love of Literacy Fair
- Participate in School Choice Fair
- Expanded online presence and digital ads using FaceBook and Twitter platforms ads
- Create a series of videos for families
- Public outreach and advocacy by School Community Liaison to access community resources currently needed by families and student success
- Host Back-to-School Night (via Zoom)
- Host Literacy Nights for families (via Zoom)
- Host STEAM Night event for parents and families (via Zoom)
- Parent Workshops Online
- Host a School Carnival in the Spring if COVID metrics are under control

#### COVID plan

Hold Zoom meetings for interested parents to market the school in the same manner as would occur in person, including a virtual school tour. The virtual tour will also be posted on the school website.

### **4. Monitoring and Evaluating Effectiveness**

Davidson will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Davidson Integration Team for follow-up. The DSA/CSA will monitor plan implementation from October through June. In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Davidson.

Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

## **5. Budget**

Based on identified need, Davidson may receive additional funding by the start of the second quarter for added duty and marketing materials

**Doolen**

**Doolen Middle School - Integration Improvement Action Plan****Year of Implementation:** 2021-22 (Year 2 Priority)**Principal:** Judi Dauman, Ed.D **Arroyo Chico Regional Sup't:** Richard Sanchez**Team:** Judi Dauman, Andy Burrola, William Fosmire, Sarah DlusakStudent Profile

<b>Mobility Rate</b> (Rate)	<b>F&amp;RL</b> (% of FRL Students)	<b>ELL</b> (% of ELL Students)	<b>ExEd</b> (% of ExEd Students)
49%	66%	14%	12%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Doolen MS Enrollment</b>	137	23%	113	19%	254	42%	16	3%	42	7%	36	6%	601
% non-neighborhood												23%	
<b>2019-20 Avg MS Enrollment</b>	<b>22%</b>		<b>10%</b>		<b>59%</b>		<b>3%</b>		<b>2%</b>		<b>4%</b>		
<b>USP Integration Range + / - 15% Dist Avg</b>													
	<b>7-37%</b>		<b>0-25%</b>		<b>44-70%</b>		<b>0-18%</b>		<b>0-17%</b>		<b>0-19%</b>		
<b>Future Integration Range + / - 25% Dist Avg</b>													
	<b>0-47%</b>		<b>0-35%</b>		<b>34-70%</b>		<b>0-28%</b>		<b>0-27%</b>		<b>0-29%</b>		

School Integration Goals

1. Doolen is integrated if all racial/ethnic students' groups fall within +/-25% of the District average for middle schools, and no group is over 70%.
2. Doolen is making progress towards integration if it is Integrated in sixth grade and such integration is maintained through seventh grade (Future Integration definition)

School Integration Analysis

In SY2019-20, Doolen was 14 Hispanic students away from the USP definition of integration. Based on the USP definition of integration, Doolen has been integrated two of the past five years, but not the past three years. In SY 2019-20, all

racial/ethnic groups were within + or - 25% from the district average, meeting the future definition of integration.

Doolen is a school in which students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 40% Hispanic, 25% white, and 20% African American. To meet the existing definition of integration, Doolen would have to add more Hispanic students – effectively increasing the size of the largest group of students at Doolen and decreasing the size of other smaller groups.

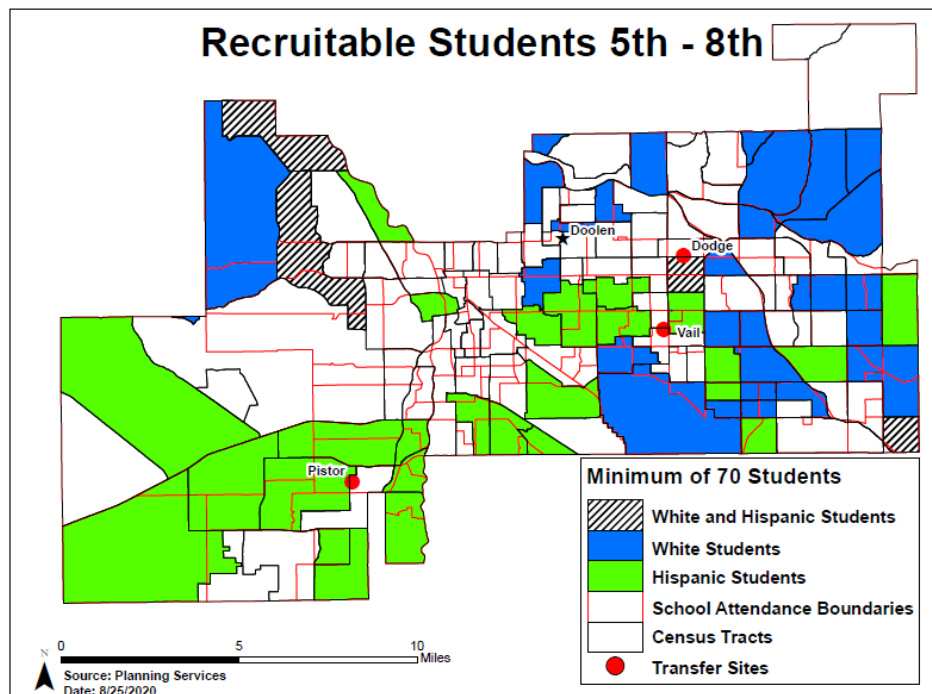
More important, Doolen currently meets the future definition of integration. The goal for Doolen therefore is to recruit from racially concentrated areas to reduce racial concentration and to increase the number of students attending an integrated school.

**A. Targeted Populations**

Targeted Population: Hispanic Students from racially concentrated schools; all students

Targeted Recruitment Goal: additional Hispanic students from racially concentrated schools; all students

Targeted Zones: neighborhood boundaries of racially concentrated schools



## **B. Transportation**

### **1. Assessment**

#### Existing Services; Needs; Service Gaps

Doolen currently runs no regular morning or afternoon neighborhood routes. Instead, there are five shuttles from transfer points that serve Doolen students who live outside the walkzone. Doolen runs six routes for 32 exceptional education students, with fewer students routed in the afternoon than the morning. Doolen has no late activity buses. Doolen does not assign any students to public transportation or has any contracted routes. Doolen currently runs no express shuttles. Doolen is not a transfer site. The transfer sites that serve Doolen are Booth-Fickett, Dodge, Safford, Pistor, and Vail. Currently, the Dodge and Safford shuttles are near or at capacity; the Pistor, Vail, and Booth-Fickett Shuttles are not near capacity. Doolen is not currently served by a shuttle that is marketed as an express shuttle.

### **2. Strategies**

For SY2022-23 (to begin promotion in the fall of 2021), the District will convert, and market, the existing shuttle from Pistor as an express shuttle.

### **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing the Pistor express shuttle to determine if students are utilizing free transportation to further improve integration. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

### **4. Budget**

There is no additional cost to adding the incentive route to Doolen as the District will utilize existing resources and routes.

## **C. Marketing, Outreach, and Recruitment Strategies**

### **1. Foundation**

The foundation for Doolen’ marketing, outreach, and recruitment strategies is the ALE/Magnet Outreach Addendum, as Doolen offers a self-contained GATE program, and TUSD’s districtwide “Knowledge Changes Everything” campaign (KCE), Research reveals that racially diverse schools benefit students in multiple ways:

- Improved cognitive skills, critical thinking, and problem solving
- Increased ability to work with others from diverse cultures
- Improved test scores
- Wide-ranging educational success, including higher graduation rates
- Learning environments that develop students’ “funds of knowledge”

Doolen marketing and outreach will focus on highlighting the following: benefits of an integrated education; express shuttle from Pistor, self-contained GATE program; strong elective offerings (including guitar, American Sign Language, journalism, French, Spanish, world cultures, band, orchestra, art, PE, AVID and yearbook); diverse student population that includes over 30 spoken languages in one school; and collaboration with and access to the Boys and Girls Club that shares the Doolen campus.

### **2. Professional Learning**

At Doolen, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Doolen’ staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for Doolen’s strategies for the forthcoming enrollment period.

### **3. Strategies**

Doolen will utilize the following outreach strategies:

- Increase recruitment and marketing of Hispanic and African American students at feeder elementary schools
- Enhanced marketing and outreach to GATE-qualified Hispanic and African-American students seeking a self-contained program
- Market our partnership with onsite Boys and Girls Club providing affordable afterschool care
- Market our richly diverse demographics and educational experiences obtained while attending Doolen
- Engage students and families at district events; host open houses
- Promote the community garden

### **4. Monitoring and Evaluating Effectiveness**

Doolen will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Doolen Integration Team for follow-up. The DSA/CSA will monitor plan implementation from October through June.

In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Doolen.

Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.



By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

## **5. Budget**

Based on identified need, Doolen may receive additional funding by the start of the second quarter for added duty and marketing materials.

**Kellond**

**Kellond Elementary School - Integration Improvement Action Plan****Year of Implementation: 2021-22 (Year 2 Priority)****Principal: Brenda Meneguín Arcadia Regional Superintendent: Ernest Rose****Integration Team: Principal, Dean of Students, Counselor**Student Profile

<b>Mobility Rate</b> (Rate)	<b>F&amp;RL</b> (% of FRL Students)	<b>ELL</b> (% of ELL Students)	<b>ExEd</b> (% of ExEd Students)
19%	51%	5%	14%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Kellond ES Enrollment</b>	156	33%	74	15%	207	43%	3	1%	7	1%	32	7%	479
% non-neighborhood													58%
<b>2019-20 Avg ES Enrollment</b>	<b>21%</b>		<b>10%</b>		<b>59%</b>		<b>4%</b>		<b>2%</b>		<b>4%</b>		
<b>USP Integration Range + / - 15% Dist Avg</b>													
	<b>6-36%</b>		<b>0-25%</b>		<b>44-70%</b>		<b>0-17%</b>		<b>0-17%</b>		<b>0-19%</b>		
<b>Future Integration Range + / - 25% Dist Avg</b>													
	<b>0-46%</b>		<b>0-35%</b>		<b>34-70%</b>		<b>0-29%</b>		<b>0-27%</b>		<b>0-29%</b>		

School Integration Goals

1. Kellond is integrated if all racial/ethnic students groups fall within +/-25% of the District average for elementary schools, and no group is over 70%.
2. Kellond is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade (Future Integration definition)

School Integration Analysis

In SY2019-20, Kellond was three Hispanic students away from meeting the USP definition of integration (and was integrated in SY2017-18). In SY2019-20, all racial/ethnic groups were within + or - 25% from the district average, meeting the future definition of integration.

By any account, Kellond is a school in which students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 40% Hispanic, 30% white, and 15% African American. To meet the existing definition of integration, Kellond would have to add more Hispanic students – effectively increasing the size of the group that is already the largest at Kellond and decreasing the size of other smaller groups. The goals of an integrated education cannot in this instance be achieved by significantly reducing the percentages of white and African American students by significantly increasing the size of Davidson’s largest group, Hispanic students.

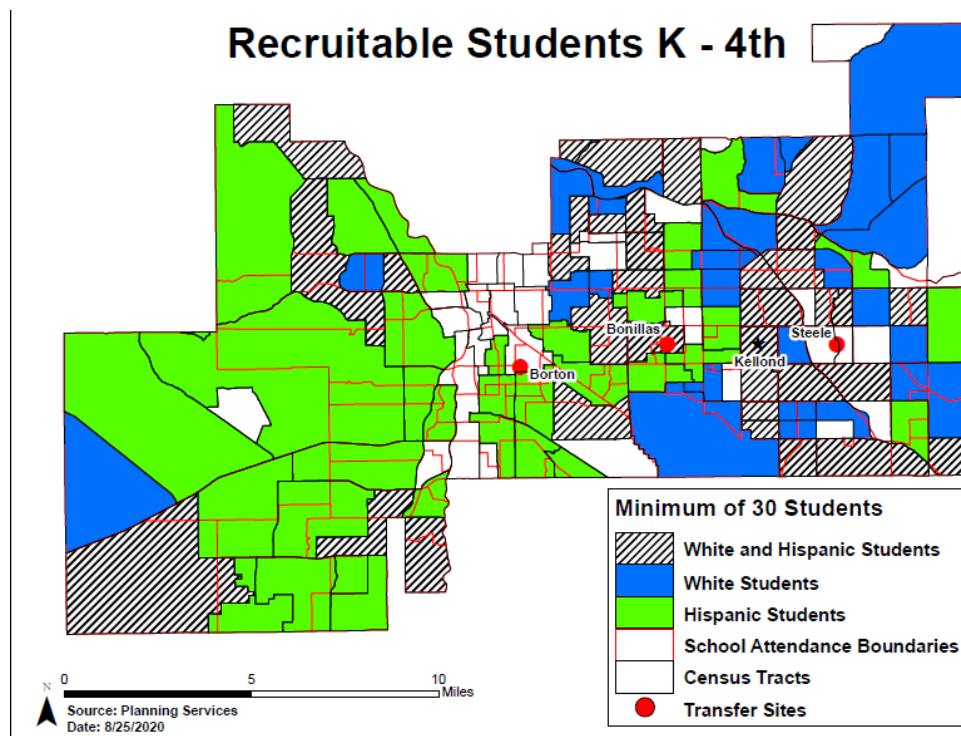
More important, Kellond currently meets the future definition of integration. The goal for Kellond Davidson therefore is to recruit Hispanic students and to increase the number of all students attending an integrated school.

**A. Targeted Population(s): Recrutable Students**

Targeted Population: Hispanic Students

Targeted Recruitment Goal: additional Hispanic students; all students

Targeted zone: To the west of Kellond lies census tracts with 30 or more recrutable Hispanic students.



## **B. Transportation**

### **1. Assessment**

#### Existing Services

Kellond currently runs two regular morning routes for 45 routed students, with fewer students routed in the afternoon through TUSD routes. Kellond runs seven routes for 37 students in the morning and three routes for 54 students the afternoon (routes include exed and non-exed students). Kellond has no late activity buses. Kellond does not assign elementary students to public transportation. There is one contracted route in the afternoon to supplement the two regular afternoon routes. Kellond does not currently utilize an express shuttle. Kellond is not a transfer site.

#### Needs Based on New Priorities; Service Gaps

The maps show that there are Hispanic recruitable students within the Kellond boundary, and the analysis reveals that Kellond needs three additional Hispanic students to reach the current definition of integration. Transportation is not a barrier to integration at Kellond.

### **2. Strategies**

The District will continue the current transportation offerings at this integrated school.

### **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing incentive transportation to Kellond to determine if incentive routes are operating to further improve integration. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

## **4. Budget**

There is no additional cost to adding the incentive route to Kellond as the District will utilize existing resources and routes.

### **C. Marketing, Outreach, and Recruitment Strategies**

#### **1. Foundation**

The foundation for Kellond’s marketing, outreach, and recruitment strategies is TUSD’s districtwide “Knowledge Changes Everything” campaign (KCE) and, as a GATE school, the ALE/Magnet Outreach and Recruitment Addendum. KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child.

Kellond’s marketing and outreach will focus on highlighting the following: Opening Minds through the Arts (OMA), self-contained Gifted and Talented Education (GATE) program, extracurricular activities including track and field, cross-country, cheer, basketball, and student council,

#### **2. Professional Learning**

At Kellond, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Kellond’ staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for Kellond’s strategies for the forthcoming enrollment period.

#### **3. Strategies**

Kellond will implement the following marketing, outreach, and recruitment strategies:

- extend GATE program to include a Pre-GATE Kindergarten program
- work with School Community Services to recruit outside of attendance boundary
- advertise Before-school and After-school program for families

- mailings to unresponsive families of qualifying GATE students
- host annual Open House for GATE (January/February) and Kindergarten (February/March)
- site-based support for online registration using ParentVue technology and translation supports
- webmaster stipend to promote family engagement and access
- advertise state letter grade “A” for academic achievement
- tour referral promotion

#### **4. Monitoring and Evaluating Effectiveness**

Kellond will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Kellond Integration Team for follow-up.

The DSA/CSA will monitor plan implementation from October through June. In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Kellond.

Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan. By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

#### **5. Budget**

Based on identified need, Kellond may receive additional funding by the start of the second quarter for added duty and marketing materials.

**UHS**



**University High School – Integration Improvement Action Plan**  
**Year of Implementation: 2021-22 (Year 2 Priority)**  
**Principal: Joel Bacalia Arcadia Regional Superintendent: Ernest Rose**  
**Integration Team: Principal, Recruitment and Retention Coordinator, Assistant Principals, Student Engagement Coordinator**

Student Profile

<b>Mobility Rate</b> (Rate)	<b>F&amp;RL</b> (% of FRL Students)	<b>ELL</b> (% of ELL Students)	<b>ExEd</b> (% of ExEd Students)
7%	17%	0%	0%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 UHS Enrollment</b>	519	44%	47	4%	395	34%	8	0%	133	12%	56	5%	1155
% non-neighborhood												99%	
<b>2019-20 Avg HS Enrollment</b>	<b>22%</b>		<b>9%</b>		<b>59%</b>		<b>3%</b>		<b>3%</b>		<b>3%</b>		
<b>USP Integration Range + / - 15% Dist Avg</b>													
	<b>7-37%</b>		<b>0-24%</b>		<b>44-70%</b>		<b>0-18%</b>		<b>0-18%</b>		<b>0-18%</b>		
<b>Future Integration Range + / - 25% Dist Avg</b>													
	<b>0-47%</b>		<b>0-34%</b>		<b>34-70%</b>		<b>0-28%</b>		<b>0-28%</b>		<b>0-28%</b>		

School Integration Goals

1. UHS is integrated if all racial/ethnic students groups fall within +/-25% of the District average for high schools, and no group is over 70%
2. UHS is making progress towards integration if it is Integrated in 9<sup>th</sup> grade and such integration is maintained through 10<sup>th</sup> grade (Future Integration definition)

School Integration Analysis

UHS is integrated by the future definition of integration, but not by the current definition. UHS students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 45% white, 35% Hispanic, 10% Asian/Pacific Islander, and 10% African American and multiracial.

In 2019-20, qualified students chose to enroll at about the same rate across racial/ethnic groups: 66.3% of admitted White students enrolled, 66.7% of admitted African American students enrolled, and 70.3% of admitted Hispanic students enrolled. In 2019-20, only six admitted African American students did not choose to enroll, and 49 Hispanic students who qualified chose not to enroll.

Demographic student data from seven of the highest-rated exam schools in the country, as compared to UHS, shows the strong diversity of the UHS population when compared to other similar schools.

<b>Student Demographic Data: SY 2019-20</b>						
<b>School<sup>1</sup></b>	<b>White</b>	<b>African American</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Multi-Racial</b>	<b>Other</b>
Thomas Jefferson	21%	2%	2%	70%		
Dallas Talented and Gifted	37%	8%	38%	13%	3%	
Brooklyn Latin	13%	12%	12%	54%		8%
Brooklyn Tech	22%	7%	7%	61%	2%	1%
Stuyvesant	19%	1%	3%	74%	4%	
Boston Latin	47%	8%	12%	30%	3%	
Bergen Academies	38%	3%	8%	51%		1%

<b>UHS Student Demographic Data: 2017 – 2020</b>					
<b>School Year</b>	<b>White</b>	<b>African Am.</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Multi-Racial</b>
2017-18	46%	3%	35%	11%	5%
2018-19	44%	3%	35%	7%	4%
2019-20	45%	4%	34%	12%	5%

The data above shows that, averaged over three school years, approximately 55 percent of UHS students are non-white. Two groups, Hispanic and White, are each over 25 percent, leading to a designation of a highly diverse school in TUSD. Four

<sup>1</sup> Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools, Fairfax, VA; School for the Talented and Gifted, Dallas School District, Dallas, TX; The Brooklyn Latin School, NYC Geographic District #14 School District, Brooklyn NY; Brooklyn Technical High School, NYC Geographic District #13 School District, Brooklyn, NY; Stuyvesant High School, NYC Geographic District #2 School District, NYC; Boston Latin School, Boston Public School, Boston, MA; Bergen County Academies, Bergen County Vocational Technical School District, Hackensack, NJ.

percent of the population within District boundaries is African American,<sup>2</sup> so that the UHS student population matches that demographic. Enrollment data for this school year shows that the number of African American students at UHS is at its highest ever, with an increase of 13 students for the 2019-20 school year.

Forty percent of the population within District boundaries is Hispanic,<sup>3</sup> and thus the UHS student population is within 6 percent of that demographic, and it is also at its highest number ever, with an increase of 16 students for the 2019-20 school year. The other exam-based school districts listed below show, overall, far larger discrepancies between their area and student population.<sup>4</sup>

<b>SY 2019-20 School Student Demographic Data and Area Demographic Data</b>				
<b>Race/Ethnicity</b>	<b>African American</b>		<b>Hispanic</b>	
<b>SCHOOL</b>	<b>Population % in Area</b>	<b>Population % in School</b>	<b>Population % in Area</b>	<b>Population % in School</b>
Thomas Jefferson	11%	2%	16%	2%
Dallas Talented and Gifted	23%	8%	46%	38%
Brooklyn Latin	24%	12%	29%	12%
Brooklyn Tech	24%	7%	29%	7%
Stuyvesant	24%	1%	29%	3%
Boston Latin	23%	8%	19%	13%
Bergen Academies	25%	3%	38%	8%
<b>University High School</b>	<b>4%</b>	<b>4%</b>	<b>40%</b>	<b>34%</b>

### **A. Targeted Populations**

Increasing the number of African American and Hispanic students at University High school will further diversify its school population. Students must meet admissions requirements to attend the school.

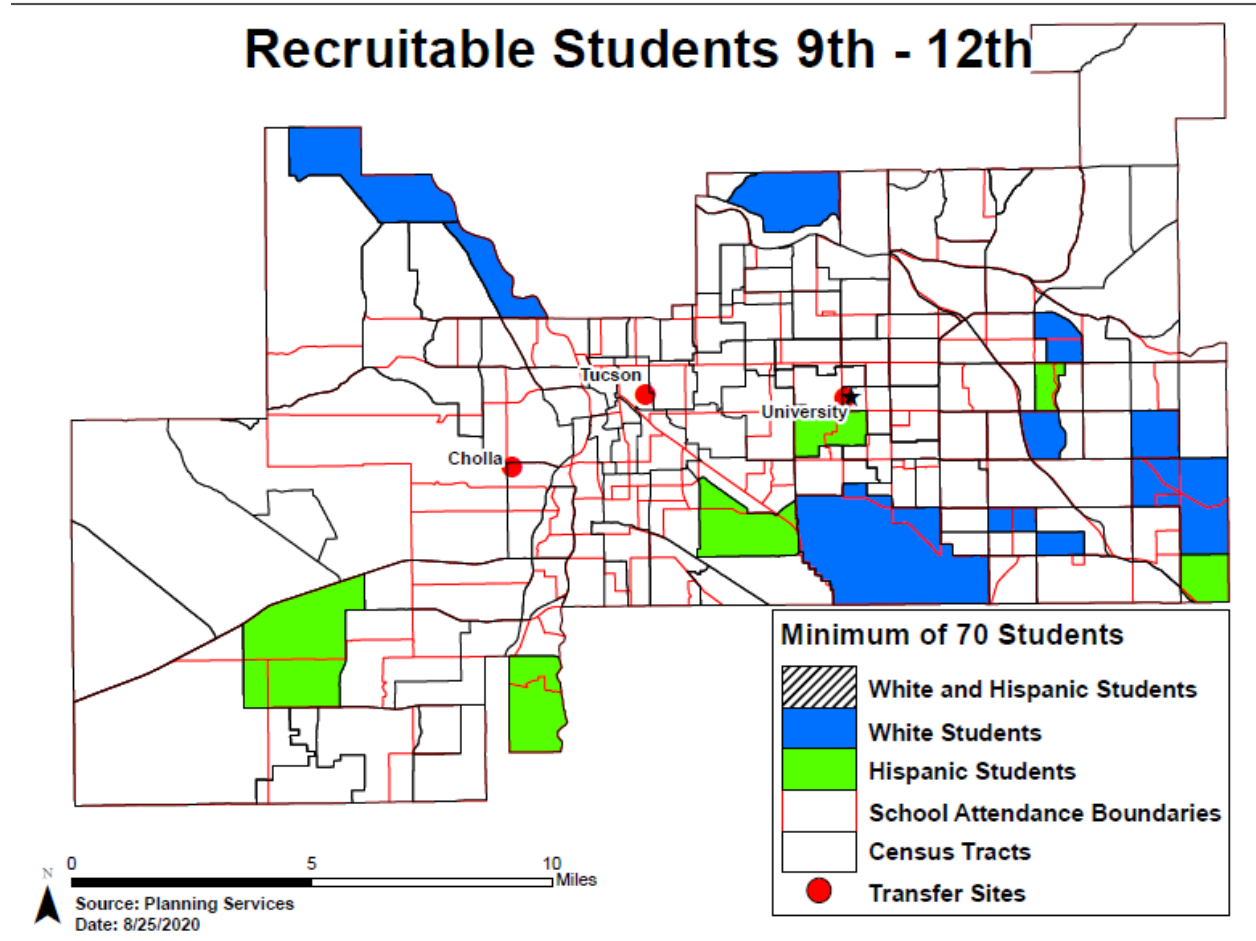
<sup>2</sup> ACS-ED District Demographic Dashboard 2013-17, Tucson Unified District, AZ, NAT'L CTR. FOR EDUC. STATISTICS, <https://nces.ed.gov/Programs/Edge/ACSDashboard/0408800> (last accessed Dec. 29, 2019).

<sup>3</sup> ACS-ED District Demographic Dashboard 2013-17, Tucson Unified District, AZ, NAT'L CTR. FOR EDUC. STATISTICS, <https://nces.ed.gov/Programs/Edge/ACSDashboard/0408800> (last accessed Dec. 29, 2019).

<sup>4</sup> All demographic data is from the US Census Bureau and National Center for Education Statistics. School enrollment verified by direct contact with each school.

Targeted Population: Non-White Students

Targeted Recruitment Goal: additional non-white students, including targeted recruitment of African American and Hispanic students.



## B. Transportation

### 1. Assessment

#### Existing Services; Needs; Service Gaps

Rincon/UHS currently has three routes that deliver students from various locations on the eastside of the district to Rincon/UHS. There are more than 20 routes that deliver students to three transfer sites (Catalina HS, Palo Verde HS, and Tucson High)

from various areas. From those transfer sites, and Rincon/UHS students can transfer to a Rincon/UHS shuttle. Rincon/UHS has six routes that serve exceptional education students and no late activity buses. UHS assigns 466 students to Suntran. There are no contracted routes UHS does not currently utilize an express shuttle. Rincon/UHS is a transfer site, and it is served by one other transfer sites, Tucson High. A significant portion, almost half, of UHS students utilize public transportation, and many others use their own transportation to get to school.

The District will explore its expanded strategy of marketing existing routes as express routes to students offered placement at UHS to determine if such routes can make an impact. The District will also explore the possibility of adding an express shuttle from the south or west side of the District to serve racially concentrated neighborhoods – if such could be shown to improve acceptance rates.

## **2. Strategies**

For SY2021-22 (to begin promotion in the fall of 2020), the District will promote three express shuttle routes from each of the existing transfer sites: Catalina, Palo Verde, and Tucson High. In SY 2022-23, the District may add an express shuttle route from the south or west side to UHS.

## **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing the express shuttles to UHS to determine if the routes are improving integration. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

## **4. Budget**

The express shuttles are budget neutral as they would use existing routes. The additional express route, if implemented, will likely require one additional bus and driver at an estimated cost of \$60,000.

## **C. Marketing, Outreach, and Recruitment Strategies**

### **1. Foundation**

The foundation for UHS' marketing, outreach, and recruitment strategies is the ALE/Magnet Outreach and Recruitment Addendum, and TUSD's districtwide "Knowledge Changes Everything" campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child.

UHS marketing and outreach will focus on highlighting the following: the benefits of a diverse education (UHS is one of the most diverse exam-schools in the nation); UHS has had more National Hispanic Scholars than any other high school in the country; UHS students earn substantial amounts of college scholarships (the most of any high school in all of Southern Arizona) and, due to its unique campus-sharing with Rincon, UHS students have access to many traditional club, sports, and other extracurricular high school offerings – a unique benefit not available at most high-performing exam schools.

### **2. Professional Learning**

At UHS, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, UHS' staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for UHS's strategies for the forthcoming enrollment period.

### **3. Strategies**

In addition to strategies outlined in the ALE/Magnet Outreach and Recruitment Plan, UHS will engage in the following strategies.

The UHS Recruitment and Retention Coordinator will meet with 7<sup>th</sup> and 8<sup>th</sup> grader at every TUSD middle school throughout the year to talk about why students should attend UHS. The Recruitment and Retention Coordinator will bring African American and Hispanic Students from UHS with her that attended those middle schools so that middle school students will hear success stories from African American and Hispanic students.

UHS will host two parent nights in the fall and two parent nights in the spring for African American and Hispanic families to learn more about UHS, and will host two test prep sessions in the fall and two in the spring for African American and Hispanic Families to learn about the placement test and how to help their student do well on the placement test. Each student will receive a practice test and strategies to practice at home.

UHS will host Step Up Day in in the fall of 2019 for 8<sup>th</sup> graders to learn more about UHS and spend a day on campus learning about the campus with support from UHS teachers and current UHS students. In addition, UHS will continue to host tours for interested families all year, a welcome gala for newly admitted students in the spring, the BOOST program for newly accepted students in June, and the BLAST program for 6<sup>th</sup> and 7<sup>th</sup> grade Hispanic and African American TUSD students interested in UHS.

UHS will have current African American and Hispanic families contact new Hispanic and African American families to educate them about the school and share experiences, and UHS parents will host welcome parties for all incoming students based on zip code the summer before 9<sup>th</sup> grade year. UHS will also continue to work with TUSD counselors to help expand study prep program for UHS admission test.

### **4. Monitoring and Evaluating Effectiveness**

UHS will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated

student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the UHS Integration Team for follow-up.

The DSA/CSA will monitor plan implementation from October through June. In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to UHS.

Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

## **5. Budget**

Based on identified need, UHS may receive additional funding by the start of the second quarter for added duty and marketing materials.



# Year 3 Priority Schools

**Bloom**

**Bloom Elementary School – Integration Improvement Action Plan****Year of Implementation: 2022-23 (Year 3 Priority)****Principal: Lucinda Brunenkant Pantano Regional Superintendent: Holly Hamell****Integration Team: Principal**Student Profile

<b>Mobility Rate</b> (Rate)	<b>F&amp;RL</b> (% of FRL Students)	<b>ELL</b> (% of ELL Students)	<b>ExEd</b> (% of ExEd Students)
39%	63%	7%	21%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Bloom Enrollment</b>	109	33%	54	16%	148	44%	5	2%	6	2%	11	3%	333
% non-neighborhood													
<b>2019-20 Avg ES Enrollment</b>	<b>21%</b>		<b>10%</b>		<b>59%</b>		<b>4%</b>		<b>2%</b>		<b>4%</b>		
<b>USP Integration Range + / - 15% Dist Avg</b>													
	<b>6-36%</b>		<b>0-25%</b>		<b>44-70%</b>		<b>0-17%</b>		<b>0-17%</b>		<b>0-19%</b>		
<b>Future Integration Range + / - 25% Dist Avg</b>													
	<b>0-46%</b>		<b>0-35%</b>		<b>34-70%</b>		<b>0-29%</b>		<b>0-27%</b>		<b>0-29%</b>		

School Integration Goals

1. Bloom is integrated if all racial/ethnic students groups fall within +/-25% of the District average for elementary schools, and no group is over 70%.
2. Bloom is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade

School Integration Status

Bloom ES is integrated both by the current USP definition of integration and by the future definition of integration. Bloom students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 45% Hispanic, 35% white, and 15% African American.

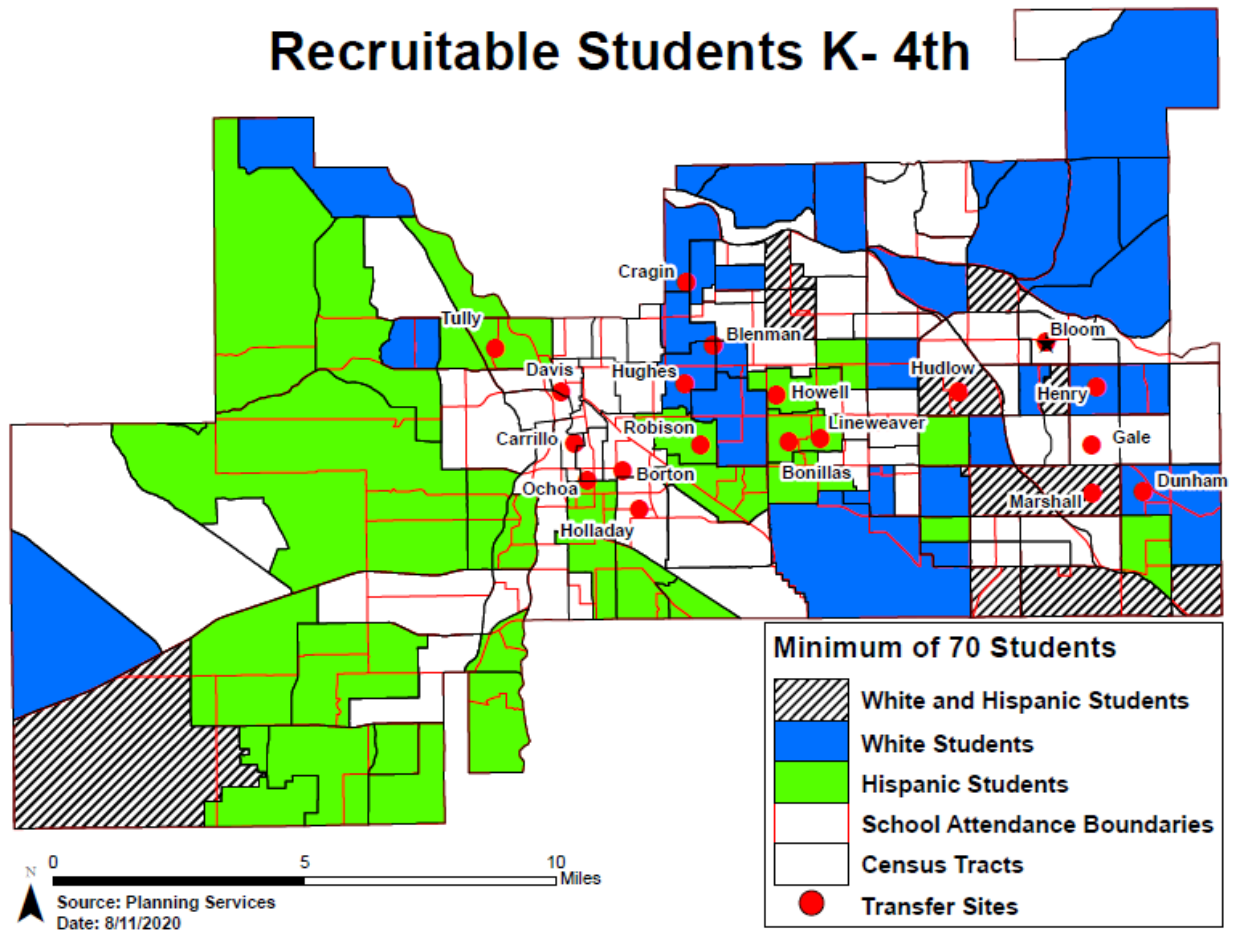
**A. Targeted Population; Recruitable Students**

Targeted Population: all students

Targeted Recruitment Goal: all students

Targeted zone: there are several areas around Howell with 30 or more recruitable students.

Targeted Zones: to the southwest of Bloom lies a targeted zone with 30 or more recruitable Hispanic students, and to north a targeted zone with 30 or more mixed white and Hispanic students.



## **A. Transportation**

### **1. Assessment**

#### Existing Services; Needs Based on New Priorities; Service Gaps

Bloom currently utilizes two regular morning routes for 70 routed students, with fewer students routed in the morning through TUSD routes. Bloom utilizes no exceptional ed routes. Bloom has no late activity buses and does not assign elementary students to public transportation. There are no contracted routes to supplement the two TUSD morning routes. Bloom utilizes an express shuttle. Bloom is not a transfer site and is not part of the transfer system. Bloom has offered transportation to students enrolled in TWDL, but there are currently no students taking advantage of free transportation for TWDL.

Bloom is integrated and is at capacity and does not need any incentive route or express shuttles

### **2. Strategies**

Bloom will not implement any transportation strategies other than the routes it currently offers.

### **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing incentive transportation to Bloom to determine if the routes are operating to further improve integration. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

### **4. Budget**

There are no additional transportation costs.

## **B. Marketing, Outreach, and Recruitment**

### **1. Foundation**

The foundation for Bloom’ marketing, outreach, and recruitment strategies is TUSD’s districtwide “Knowledge Changes Everything” campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child. Research reveals that racially diverse schools benefit students in multiple ways:

- Improved cognitive skills, critical thinking, and problem solving
- Increased ability to work with others from diverse cultures
- Improved test scores
- Wide-ranging educational success, including higher graduation rates
- Learning environments that develop students’ “funds of knowledge”

### **2. Strategies**

Bloom is currently participating in the District’s ALE Outreach and Recruitment campaign as a two-way dual language school. Bloom marketing and outreach will focus on highlighting the following: benefits of an integrated education; two-way dual language program, its ‘B’ rating, and its schoolwide emphasis on arts integration.

### **3. Monitoring and Evaluating Effectiveness**

Bloom will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Bloom Integration Team for follow-up.

The DSA/CSA will monitor plan implementation from October through June. In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Bloom.

Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

#### **4. Budget**

Based on identified need, Bloom may receive additional funding by the start of the second quarter for added duty and marketing materials.

Howell



**Howell Elementary School – Integration Improvement Action Plan****Year of Implementation: 2022-23 (Year 3 Priority)****Principal: Jaquetta Alexander Arroyo Chico Regional Sup't: Richard Sanchez****Team: Principal, MTSSF, Office Manager**Student Profile

<b>Mobility Rate</b> (Rate)	<b>F&amp;RL</b> (% of FRL Students)	<b>ELL</b> (% of ELL Students)	<b>ExEd</b> (% of ExEd Students)
36%	73%	12%	19%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Howell ES Enrollment</b>	70	27%	41	16%	115	44%	11	4%	11	4%	13	5%	261
<b>% non-neighborhood</b>												50%	
<b>2019-20 ES Enrollment</b>	<b>21%</b>		<b>10%</b>		<b>59%</b>		<b>4%</b>		<b>2%</b>		<b>4%</b>		
<b>USP Integration Range + / - 15% Dist Avg</b>													
	<b>6-36%</b>		<b>0-25%</b>		<b>44-70%</b>		<b>0-17%</b>		<b>0-17%</b>		<b>0-19%</b>		
<b>Future Integration Range + / - 25% Dist Avg</b>													
	<b>0-46%</b>		<b>0-35%</b>		<b>34-70%</b>		<b>0-29%</b>		<b>0-27%</b>		<b>0-29%</b>		

School Integration Goals

1. Howell is integrated if all racial/ethnic students groups fall within +/-25% of the District average for elementary schools, and no group is over 70%.
2. Howell is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade (Future Integration definition)

School Integration Analysis

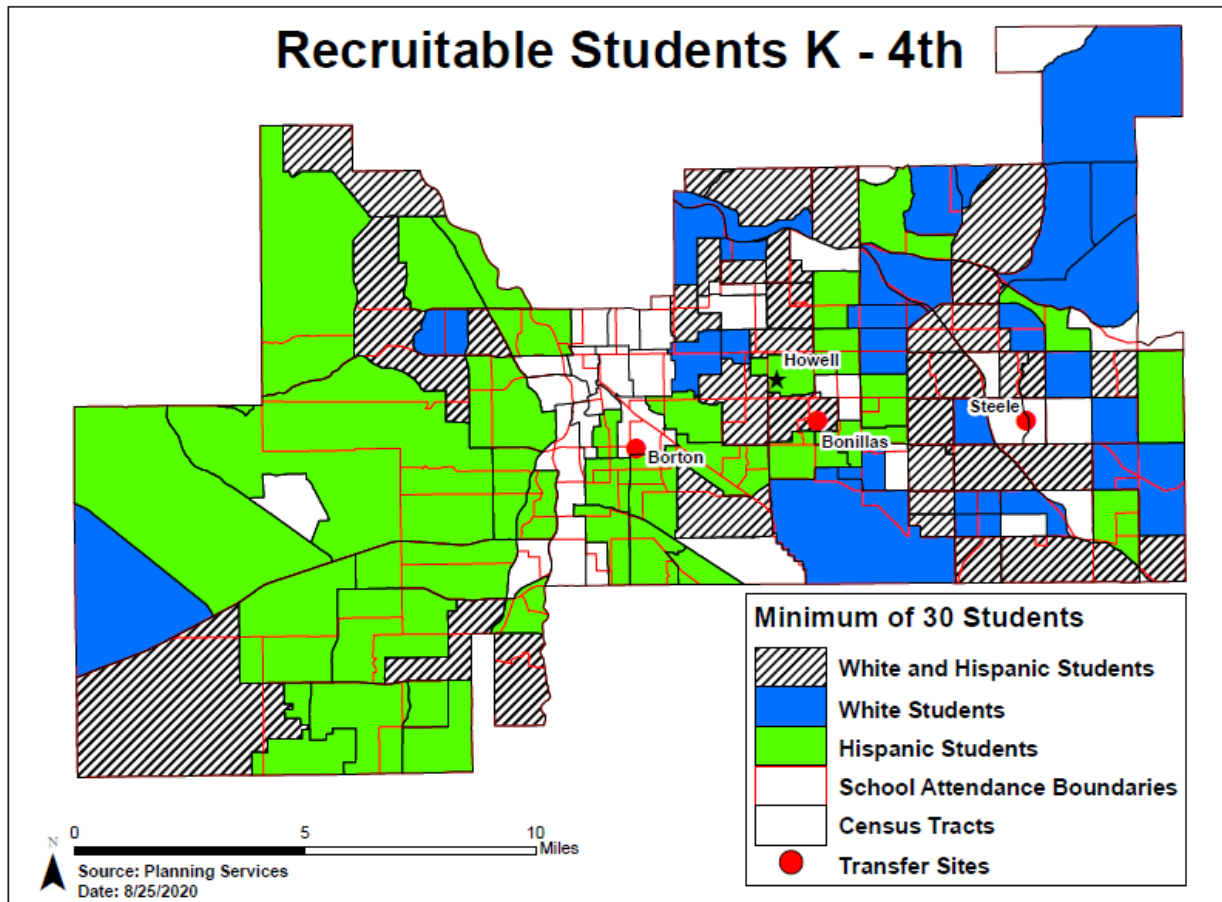
Howell is integrated both by the current USP definition of integration and by the future definition of integration. Howell students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 45% Hispanic, 30% white, and 15% African American.

**A. Targeted Population**

Targeted Population: all students

Targeted Recruitment Goal: all students

Targeted zone: there are several areas around Howell with 30 or more recruitable students.



## **B. Transportation**

### **1. Assessment**

#### Existing Services; Needs Based on New Priorities; Service Gaps

Howell currently runs no regular morning or afternoon neighborhood routes. Instead, there are two shuttles from transfer points that serve four Howell students who live outside the walk zone. Howell also runs three exceptional ed routes in the morning for 37 students, with seven routes for 55 students routed in the afternoon. Howell has one late activity bus. Howell does not assign elementary students to public transportation. There are no contracted routes. Howell does not run express shuttles. Howell is not a transfer site. The transfer sites that serve Howell are Borton, Bonillas and Steele.

Howell is integrated and does not need new routes or express shuttles.

### **2. Strategies**

The District will continue the current transportation offerings at this integrated school.

### **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing incentive transportation to Howell to determine if students are utilizing free transportation to further improve integration. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

### **4. Budget**

There are no anticipated transportation costs.

## **C. Marketing, Outreach, and Recruitment Strategies**

### **1. Foundation**

The foundation for Howell’s marketing, outreach, and recruitment strategies is the ALE/Magnet Outreach and Recruitment Addendum (Howell offers cluster GATE), TUSD’s districtwide “Knowledge Changes Everything” campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child. Research reveals that racially diverse schools benefit students in multiple ways:

- Improved cognitive skills, critical thinking, and problem solving
- Increased ability to work with others from diverse cultures
- Improved test scores
- Wide-ranging educational success, including higher graduation rates
- Learning environments that develop students’ “funds of knowledge”

Howell’s marketing and outreach will focus on highlighting the following: benefits of an integrated education, Gifted and Talented Education (GATE) Cluster School, and an Opening Minds through the Arts (OMA) School, extracurricular activities including student council, Kind Club and sports programs such as cross-country, basketball, track, and Girls on the Run.

### **2. Professional Learning**

At Howell, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Howell’ staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for Howell’s strategies for the forthcoming enrollment period.

### **3. Strategies**

At Peter Howell Elementary School, the team will focus various strategies targeting our school population and also our surrounding neighborhoods with outreach and recruitment efforts with the goal of retaining our integration status.

Our direct school focus will be on marketing our school's Preschool Transition Model , OMA Gold, and GATE Cluster programs. This will be accomplished by our participation in district events for recruiting new students, expanding our online presence using Facebook and Instagram digital platforms, maintaining an updated school website, public outreach and advocacy by our School Community Liaison to access community resources currently needed by families and student success, and also by expanding public outreach by marketing events hosted by our Parent Teacher Organization and maximizing their advocacy.

We currently utilize flyers, stickers, pamphlets, etc. at all events. We also have several swag items, such as banners and table clothes that are utilized to promote our school at various events. At this time, we have no need for additional items to be purchased.

### **4. Monitoring and Evaluating Effectiveness**

Howell will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Howell Integration Team for follow-up. The DSA/CSA will monitor plan implementation from October through June. In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Howell.

Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

## **5. Budget**

Based on identified need, Howell may receive additional funding by the start of the second quarter for added duty and marketing materials but it has currently identified no additional funding needs.

**Lineweaver**

**Lineweaver Elementary School – Integration Improvement Action Plan**  
**Year of Implementation: 2022-23 (Year 3 Priority)**  
**Principal: Emily Walls Arroyo Chico Regional Sup’t: Richard Sanchez**  
**Integration Team: Emily Walls, Christine Georgelos, Katy Arvizu**

Student Profile

<b>Mobility Rate</b> (Rate)	<b>F&amp;RL</b> (% of FRL Students)	<b>ELL</b> (% of ELL Students)	<b>ExEd</b> (% of ExEd Students)
12%	54%	6%	12%

School Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Lineweaver ES Enrollment</b>	207	35%	42	7%	288	49%	4	1%	9	2%	42	7%	592
% non-neighborhood												83%	
<b>2019-20 ES Enrollment</b>	<b>21%</b>		<b>10%</b>		<b>59%</b>		<b>4%</b>		<b>2%</b>		<b>4%</b>		
<b>USP Integration Range + / - 15% Dist Avg</b>													
	<b>6-36%</b>		<b>0-25%</b>		<b>44-70%</b>		<b>0-17%</b>		<b>0-17%</b>		<b>0-19%</b>		
<b>Future Integration Range + / - 25% Dist Avg</b>													
	<b>0-46%</b>		<b>0-35%</b>		<b>34-70%</b>		<b>0-29%</b>		<b>0-27%</b>		<b>0-29%</b>		

School Integration Goals

1. Lineweaver is integrated if all racial/ethnic students groups fall within +/-25% of the District average for elementary schools, and no group is over 70%
2. Lineweaver is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade (Future Integration definition)

School Integration Analysis

Lineweaver is integrated both by the current USP definition of integration and by the future definition of integration. Howell students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 50% Hispanic, 35% white, and 15% African American and multiracial. Lineweaver is also at capacity and is highly attractive with over 80% of its students open enrolling.

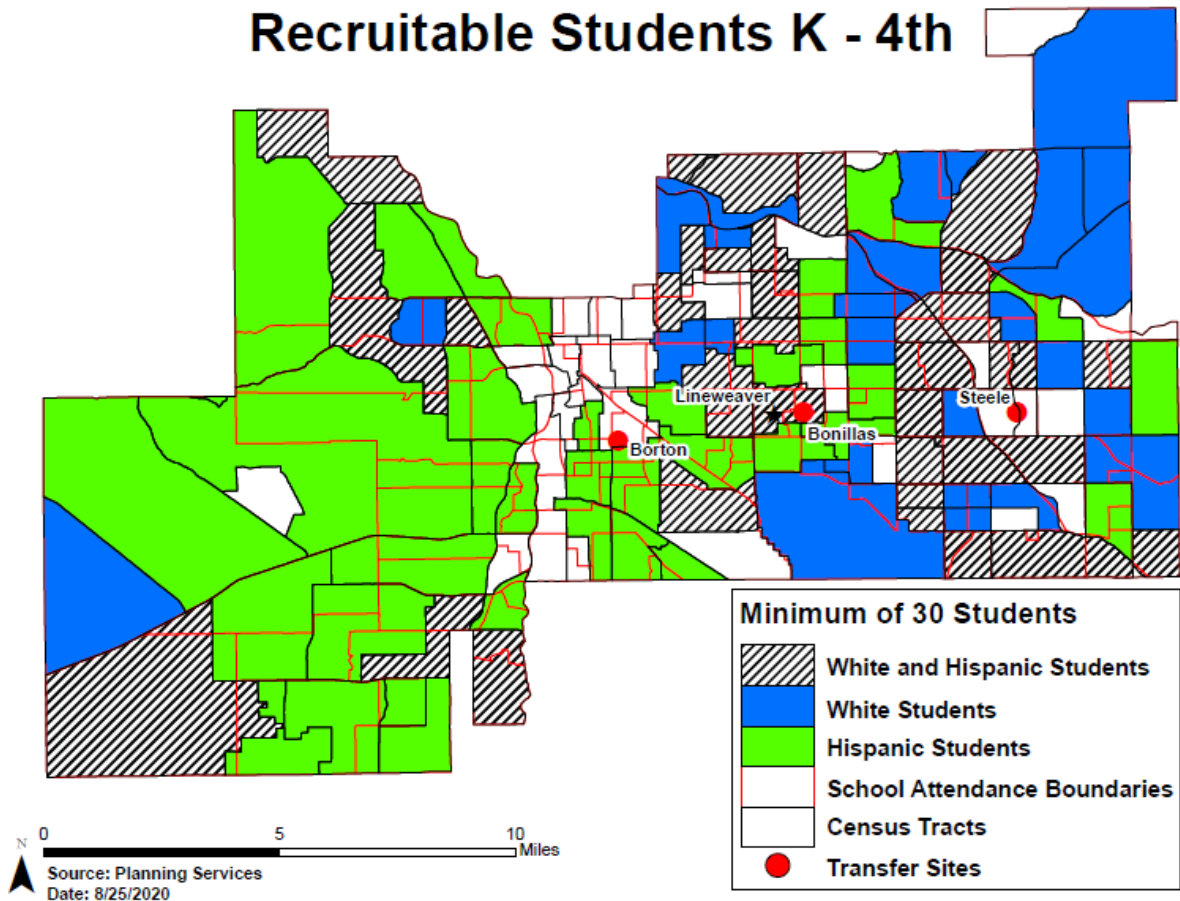


### **A. Targeted Population**

Targeted Population: all students

Targeted Recruitment Goal: all students

Targeted zone: there are several areas around Lineweaver with 30 or more recruitable students.



## **B. Transportation**

### **1. Assessment**

#### **Existing Services; Needs Based on New Priorities; Service Gaps**

Lineweaver currently runs no regular morning or afternoon neighborhood routes. Instead, there are two shuttles from transfer points that serve Lineweaver students who live outside the walk zone. Lineweaver does not have late activity buses. Lineweaver does not assign elementary students to public transportation. There are no contracted services in the morning; there are contracted services in the afternoon. Lineweaver does not currently run express shuttles. Lineweaver is not a transfer site.

Lineweaver is integrated and does not need new routes or express shuttles.

### **2. Strategies**

The District will continue the current transportation offerings at this integrated school.

### **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing incentive transportation to determine if it is operating to improve integration at Lineweaver. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

### **4. Budget**

There are no anticipated additional transportation costs.

## **C. Marketing, Outreach, and Recruitment Strategies**

### **1. Foundation**

The foundation for Lineweaver’ marketing, outreach, and recruitment strategies is the ALE/Magnet Outreach and Recruitment Addendum, and TUSD’s districtwide “Knowledge Changes Everything” campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child. Research reveals that racially diverse schools benefit students in multiple ways:

- Improved cognitive skills, critical thinking, and problem solving
- Increased ability to work with others from diverse cultures
- Improved test scores
- Wide-ranging educational success, including higher graduation rates
- Learning environments that develop students’ “funds of knowledge”

Lineweaver marketing and outreach will focus on highlighting the following: technology instruction with iPads, laptops, and a computer lab, a full-time P.E. and arts integration teacher, as well as resident artists, self-contained Gifted and Talented Education (GATE) classes,

## **2. Professional Learning**

At Lineweaver, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Lineweaver’ staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for Lineweaver’s strategies for the forthcoming enrollment period.

## **3. Strategies**

In addition to the outreach and recruitment strategies outlined in the ALE/Magnet outreach and recruitment addendum, Lineweaver will continue to provide interested families with individualized family school tours.

#### **4. Monitoring and Evaluating Effectiveness**

Lineweaver will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Lineweaver Integration Team for follow-up. The DSA/CSA will monitor plan implementation from October through June.

In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Lineweaver.

Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year.

By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

#### **5. Budget**

Based on identified need, Lineweaver may receive additional funding by the start of the second quarter for added duty and marketing materials.

Wheeler

**Wheeler Elementary School – Integration Improvement Action Plan**  
**Year of Implementation: 2022-23 (Year 3 Priority)**  
**Principal: Dora Saldamando Arcadia Regional Sup't: Ernest Rose**  
**Integration Team: Principal, Dean, CSP and MTSS, Teacher, Attendance Clerk**

Student Profile

<b>Mobility Rate</b> (Rate)	<b>F&amp;RL</b> (% of FRL Students)	<b>ELL</b> (% of ELL Students)	<b>ExEd</b> (% of ExEd Students)
39%	73%	7%	16%

Student Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
<b>2019-20 Wheeler ES Enrollment</b>	125	29%	76	17%	191	44%	5	1%	10	2%	30	7%	437
% non-neighborhood													46%
<b>2019-20 ES Enrollment</b>	<b>21%</b>		<b>10%</b>		<b>59%</b>		<b>4%</b>		<b>2%</b>		<b>4%</b>		
<b>USP Integration Range + / - 15% Dist Avg</b>													
	<b>6-36%</b>		<b>0-25%</b>		<b>44-70%</b>		<b>0-17%</b>		<b>0-17%</b>		<b>0-19%</b>		
<b>Future Integration Range + / - 25% Dist Avg</b>													
	<b>0-46%</b>		<b>0-35%</b>		<b>34-70%</b>		<b>0-29%</b>		<b>0-27%</b>		<b>0-29%</b>		

School Integration Goals

1. Wheeler is integrated if all racial/ethnic students' groups fall within +/-25% of the District average for elementary schools, and no group is over 70%
2. Wheeler is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade

School Integration Analysis

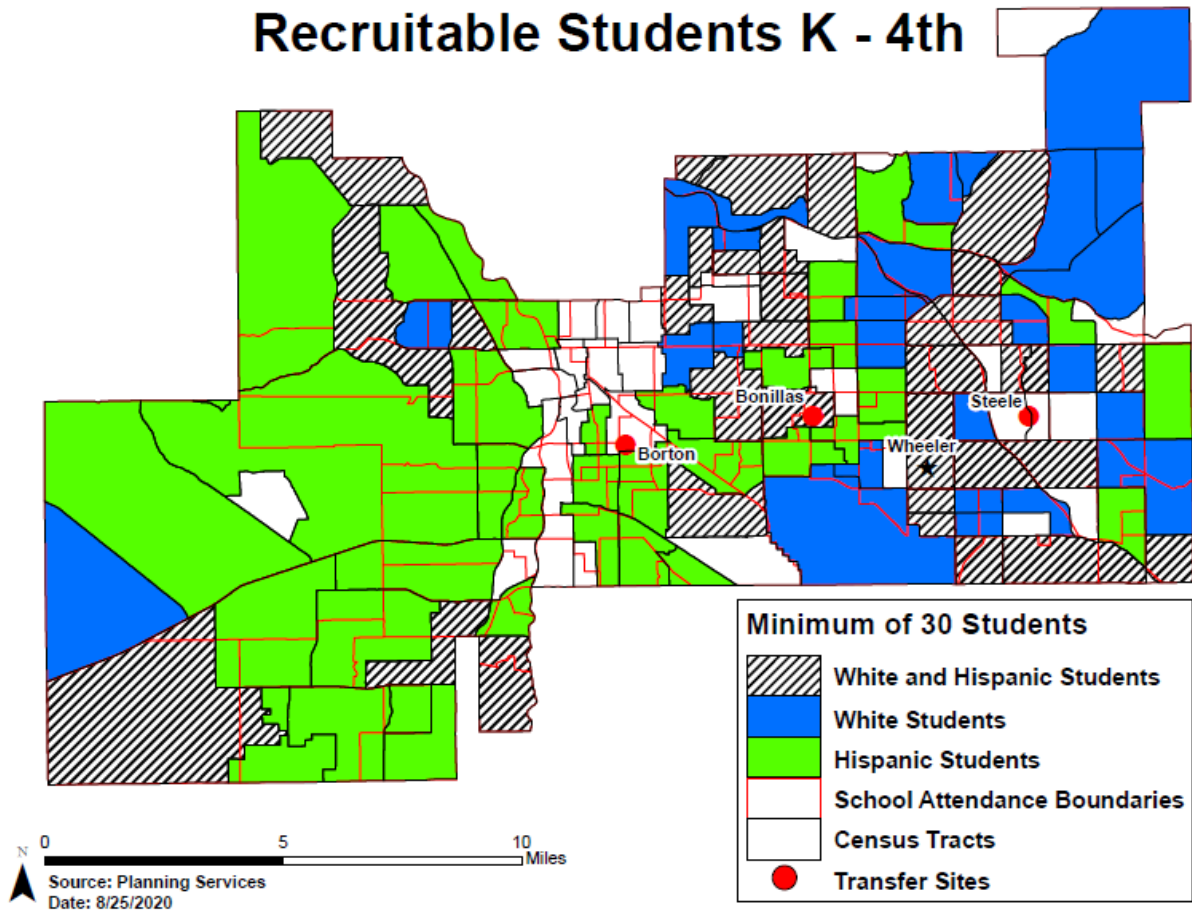
Wheeler is integrated both by the current USP definition of integration and by the future definition of integration. Wheeler students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 45% Hispanic, 30% white, and 25% African American and multiracial.

### A. Targeted Populations

Targeted Population: all students

Targeted Recruitment Goal: all students

Targeted zone: there are several areas around Wheeler with 30 or more recruitable students.



## **B. Transportation**

### **1. Assessment**

#### Existing Services; Needs Based on New Priorities; Service Gaps

Wheeler currently runs three afternoon routes for 94 routed students, with fewer students routed in the morning through TUSD routes. Wheeler also runs six exceptional ed route for 5 students, with fewer students routed in the morning than the afternoon. Wheeler has no late activity buses. Wheeler does not assign elementary students to public transportation. There are no contracted routes to supplement the TUSD routes. Wheeler does not currently utilize an express shuttle. Wheeler is not a transfer site.

Wheeler is integrated and does not need new routes or express shuttles.

### **2. Strategies**

The District will continue the current transportation offerings at this integrated school.

### **3. Monitoring Ridership and Evaluating Effectiveness**

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing incentive transportation to determine if it is operating to improve integration at Wheeler. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.



#### **4. Budget**

There are no additional transportation costs.

### **C. Marketing, Outreach, and Recruitment Strategies**

#### **1. Foundation**

The foundation for Wheeler’ marketing, outreach, and recruitment strategies is the ALE/Magnet outreach and recruitment addendum, and TUSD’s districtwide “Knowledge Changes Everything” campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child. Research reveals that racially diverse schools benefit students in multiple ways:

- Improved cognitive skills, critical thinking, and problem solving
- Increased ability to work with others from diverse cultures
- Improved test scores
- Wide-ranging educational success, including higher graduation rates
- Learning environments that develop students’ “funds of knowledge”

Wheeler marketing and outreach will focus on highlighting the following: an Opening Minds through the Arts (OMA) Gold school that emphasizes the development of each child’s unique talents, GATE opportunities, students opportunity to experience instrumental music, opera, dance theater and visual arts to help learn reading, writing, math and science.

#### **2. Professional Learning**

At Wheeler, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Wheeler’ staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for Wheeler’s strategies for the forthcoming enrollment period.

### **3. Strategies**

Wheeler's participates in the District's ALE outreach and recruitment activities. Student enrollment strategies, including targeted Hispanic/Latino students include the following:

- Work with School Community Services to support sustaining the retention of new students
- Host Open Houses for GATE and Kindergarten that include virtual school tours
- Work with the district's GATE Coordinator to increase programmatic student enrollment
- Community Liaison and Principal create and distribute informational marketing materials to distribute for marketing the school to new student recruits. Order and handout Promotional School/District items: masks, bumper magnets, t-shirts for school, school wide projects
- Principal and School Leadership Team will participate in district marketing events throughout the school year and share informational marketing materials to prospective families
- School Office open during summer to support new families, assist with registration, prospective student recruits, and to provide school tours
- Promote school events and awareness through Parentlinks

### **4. Monitoring and Evaluating Effectiveness**

Wheeler will submit a monthly report to the CSA by the 10<sup>th</sup> of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Wheeler Integration Team for follow-up. The DSA/CSA will monitor plan implementation from October through June. In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Wheeler. Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year. By September 1, 2021, after the 10<sup>th</sup> day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40<sup>th</sup> day enrollment data.

## **5. Budget**

Based on identified need, Wheeler may receive additional funding by the start of the second quarter for added duty and marketing materials.