

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

Mobility (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
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	%	
2019-20 Cholla Enrollment	114	6%	77	4%	1448	82%	100	6%	9	1%	23	1%	1771
% non-neighborhood													21%
2019-20 Avg HS Enrollment	22%		9%		59%		3%		3%		3%		
USP Integration Range + / - 15% District HS Avg													
	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		
Future Integration Range + / - 25% District HS Avg													
	0-46%		0-35%		34-70%		0-29%		0-27%		0-29%		

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

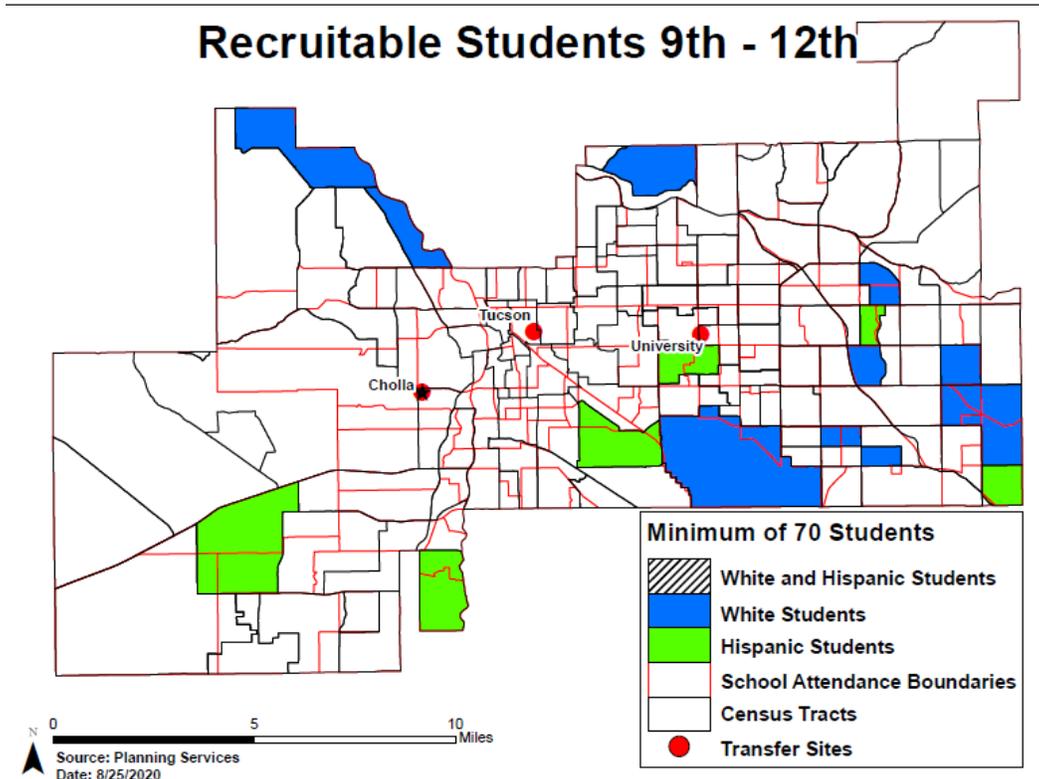
Cholla is a racially concentrated school (82% Hispanic). In SY 2019-20, all racial/ethnic groups were within + or – 25% from the high school average, except Hispanic students. In SY2019-20, the student population reflected the neighborhood as approximately 80% of Cholla students come from the immediate 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).¹ 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).



¹ 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.

B. 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.

C. 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 7th and 8th 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 6th graders at Wakefield to begin considering IB as a viable ALE option after 8th grade.

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

Cholla will submit a monthly report to the CSA by the 10th 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 10th 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 40th 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.