

**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.

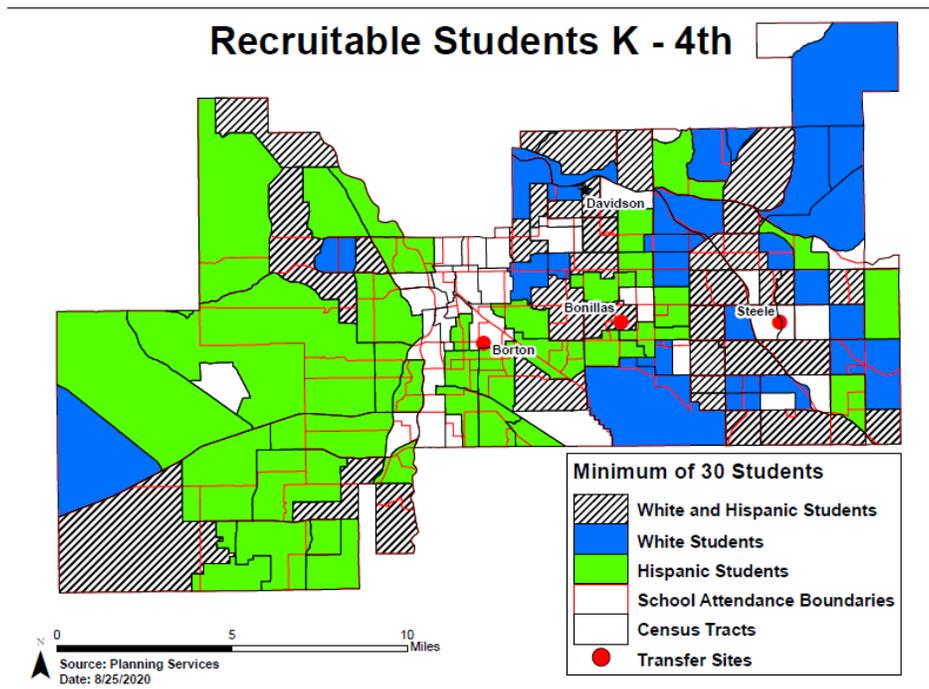
More important, Davidson currently meets the future definition of integration. The goal for Davidson therefore is to recruit from racially concentrated areas to reduce racial concentration and to increase the number of students attending an integrated school.

**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