

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

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% 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	%	
2019-20 Bloom Enrollment	109	33%	54	16%	148	44%	5	2%	6	2%	11	3%	333
% non-neighborhood													
2019-20 Avg ES Enrollment	21%		10%		59%		4%		2%		4%		
USP Integration Range + / - 15% Dist Avg													
	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		
Future Integration Range + / - 25% Dist Avg													
	0-46%		0-35%		34-70%		0-29%		0-27%		0-29%		

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.

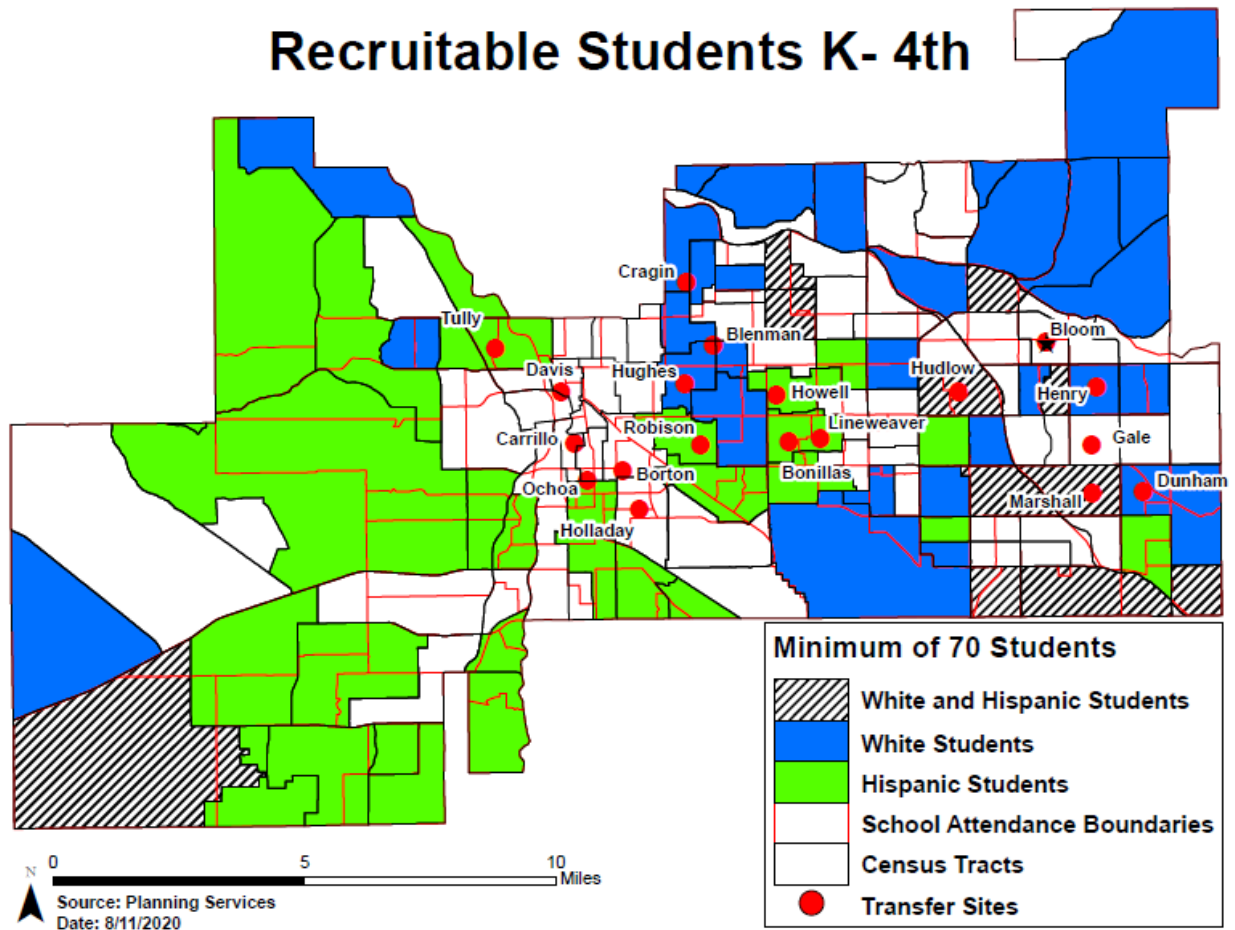
A. Targeted Population; Recruitable Students

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 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 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 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.

4. Budget

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