

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

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% 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	%	
2019-20 Lineweaver ES Enrollment	207	35%	42	7%	288	49%	4	1%	9	2%	42	7%	592
% non-neighborhood													83%
2019-20 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. 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

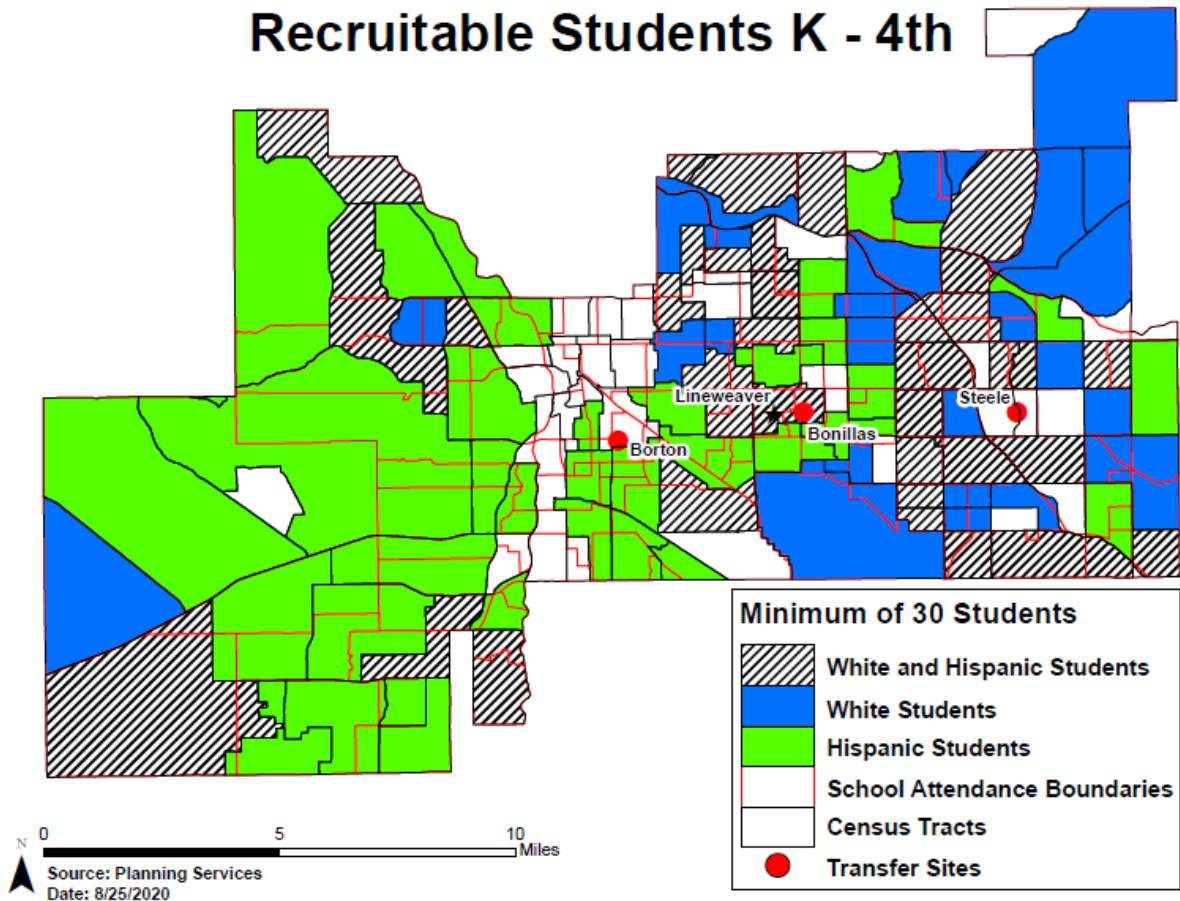
Lineweaver is integrated both by the current USP definition of integration and by the future definition of integration. Howell students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 50% Hispanic, 35% white, and 15% African American and multiracial. 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 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 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 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, Lineweaver may receive additional funding by the start of the second quarter for added duty and marketing materials.