

**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.

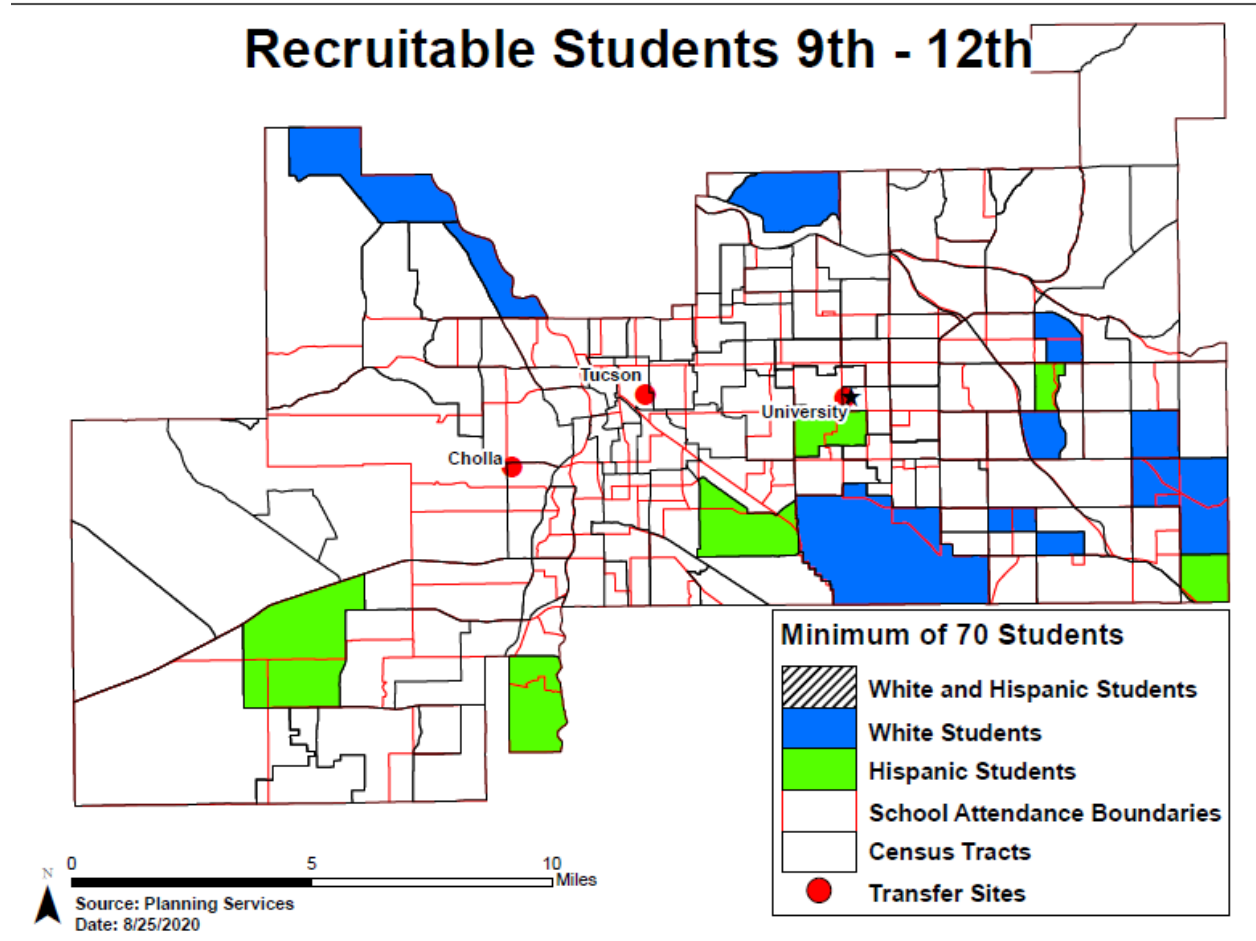
<sup>2</sup> ACS-ED District Demographic Dashboard 2013-17, Tucson Unified District, AZ, NAT'L CTR. FOR EDUC. STATISTICS, <https://nces.ed.gov/Programs/Edge/ACSDashboard/0408800> (last accessed Dec. 29, 2019).

<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.