

# Desegregation Order Action and Sustainability Plan

2022-2023

Charter School: Sebastian Charter Junior High

Date: August 22, 2022

This report is being provided by the as a comprehensive status update pursuant to the required goals in accordance with the Joint Plan for the Achievement of Unitary Status in the matter styled Sharpton, et al. v. School Board of Indian River County, FL, No. 1:64-cv-00721 (S.D. Fla.).

## Summary

	Key Action Steps	Commitment to Sustainability
Section II – Mentoring of New Teachers and Instructional Staff	<ul style="list-style-type: none"> <li>All of our new teachers are assigned a mentor teacher. Mentor teachers are paid a stipend for their work with mentees.</li> </ul>	<ul style="list-style-type: none"> <li>The mentor program has been a part of assisting teachers that are new to SCJH (not just first year teachers).</li> </ul>
Section III - Strategies for Recruitment of African American Teachers	<ul style="list-style-type: none"> <li>Jobs are posted on the NAACP web site.</li> <li>Jobs are posted on frontline teacher-teacher website. Through this website over 100 teachers were invited to apply for our positions this year. We had zero applicants from this website.</li> <li>Jobs are posted on our website.</li> <li>Active pursuit of high quality individuals to fill teaching positions.</li> <li>Asked other district principals if they have any applicants that they did not have positions for.</li> <li>Staff assisting via word of mouth</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to post on the NAACP website, our website, and the Frontline website.</li> <li>Our most valuable resource is personal recruiting.</li> <li>The recruitment of all teachers at SCJH requires personal pursuit and commitment from the principal and staff members. Of the six teachers hired this school year, five were recruited by staff members.</li> <li>After five years in this position, I have learned that the only way to get teachers is to go get them. Rarely are they applying or walking through the door looking for a job.</li> </ul>

		<ul style="list-style-type: none"> <li>Specifically in reference to recruiting African American teachers my approach has been to pursue people I know or have met. In the past those I have asked have not been willing to give up their position in the district. This school year I recruited two former students that are not certified teachers, but great people. They did not want to leave their current profession. I recruited a certified African American teacher that is currently employed, she did not want to leave her position. The one successful hire of an African American teacher was through a six month recruitment process of a young man I met at a basketball game. Developing a friendship and trust, assisting with the move, providing requested resources for teaching, and having constant communication were effective in helping to hire a great teacher.</li> </ul>
Section IV – Representation of African American Teachers and Instructional Staff	<ul style="list-style-type: none"> <li>As mentioned prior, the most valuable tool is personal recruitment. Developing relationships with potential staff members and communicating with them so that you can assist meeting their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Five of our six staff members were recruited by administration and other staff. We have had very little success recruiting applicants in any other way because we do not pay as well as the district and we are not part of the state teacher retirement system.</li> <li>Keeping the staff is dependent upon our administrative team providing a great environment for teaching and learning and providing opportunities for growth and additional compensation.</li> </ul>

		<ul style="list-style-type: none"> <li>• Staff relations is the best way that we will keep the teachers we hire.</li> </ul>
Section VI – African American Student Achievement / Resource Allocation	<ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• WIN (What I Need) period where students can visit any of their teachers to receive assistance.</li> <li>• Encouraging participation in Advanced Classes.</li> <li>• SCJH partners with Hart and Soul mentoring program for our male students.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring after school in all subjects provided three days per week has been in place for several years and will continue.</li> <li>• An additional resource teacher has been added this school year to meet the needs of students that are working below grade level to help close achievement gaps.</li> </ul>
Section VII – Student Assignments	<ul style="list-style-type: none"> <li>• Lottery system with guarantee of placement for African American students that apply prior to the lottery.</li> <li>• Letters of invitation with the application mailed to every fifth grader in elementary schools north of and including Dodgertown.</li> </ul>	<ul style="list-style-type: none"> <li>• 13 African American students applied to SCJH this school year. All 13 were accepted, but one chose not to attend.</li> <li>• Four of the thirteen were siblings of former or current students, demonstrating satisfaction with their experience at SCJH.</li> <li>• All African American students from grades 6 and 7 last school year have returned this school year.</li> <li>• The percentage of African American students at SCJH has increased by 1%</li> </ul>
Section VIII - Transportation	<ul style="list-style-type: none"> <li>• SCJH provides transportation to all students that live between 2 and 12 miles from the school.</li> <li>• SCJH purchased two vans with ESSER funds to drive students home after tutoring. One van takes students to Fellsmere and one van takes students to Gifford after tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>• We have provided school bus transportation for many years and that will continue.</li> <li>• The sustainability of after school transportation will be evaluated this year. We will seek every means possible to continue this as the impact has already been seen. After only two weeks, we have</li> </ul>

		provided transportation to 38 students that otherwise would not have been able to stay after school.
Section IX - Extracurricular	<ul style="list-style-type: none"> <li>• Many clubs are available after school.</li> <li>• Sports are the only extra-curricular regularly scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>• Clubs have been in place for many years and will continue.</li> <li>• This is our fourth year offering sports. The past school year we added flag football.</li> </ul>



## Section II – Mentoring of New Teachers and Instructional Staff

The District will continue its plan and practice of welcoming and providing a supportive professional environment for all its employees, including African American employees of the School District and its schools. The current new teacher mentoring program is discussed during the new teacher orientation conference, which new teachers attend. All teachers who are in years one through three of their teaching career in Indian River are automatically enrolled in the program. The program is coordinated by the district level Professional Development ("PD") Specialists. Additionally, each school will have a PD Council ["PDC"] representative on site who offers new teachers support, and each new teacher will be provided with a mentor who also works at his/her school.

The mentoring program will be tailored to meet the individual needs of each new teacher; it will be structured to assist new teachers with any area of their work. The mentoring for all new teachers, including African American teachers, will attempt to address their particular circumstances. [Joint Plan at 3].

### Outcome Measures

	1993-1994	2005-2006	2014-2015	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Count of employees participating in the mentoring program	B		No data available prior to this date.	3	5	3	3	0
Count and percentage of on-site PD Council representatives				Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Retention rates for new Black/African American teachers participating in the mentoring program				None	None	None	None	None
Overall teacher retention rate				81%	68%	81%	81%	100%

### Section III – Strategies for Recruitment of African American Teachers

The School District will utilize appropriate strategies in attempting to recruit and employ African American teachers and other instructional staff. As an aspirational goal only, the recruitment/hiring program will seek to reasonably approximate the Florida state-wide racial composition of teachers and other instructional staff at each grade level (i.e., elementary, middle, and high school). The parties recognize that the state-wide figures are used only as an aspirational goal and may not fairly reflect the pool of applicants reasonably available for employment in Indian River County. In an effort to achieve this objective, the School District will utilize appropriate strategies in attempting to recruit and employ African American teachers and other instructional staff, including, without limitation, the following strategies:

- A. Using existing staff to facilitate recruiting;
- B. Visiting colleges, universities, and career fairs to recruit and provide offer letters of intent to potential African American teachers and other instructional staff, with such recruiting to include at least annual visits to Historically Black Colleges and Universities (“HBCUs”) in Florida (namely, Bethune-Cookman University, Florida A&M University, and Florida Memorial University), as well as the Florida Fund for Minority Teachers’ annual meeting;
- C. Having the School District’s Human Resources Director endeavor to establish and develop relationships with the career placement offices and officials at the HBCUs;
- D. Continuing to recruit at HBCUs outside Florida;
- E. Identifying African American high school students in the District who would make great teachers, offering the students mentors while in school, and, if they are successful in graduating college with appropriate credentials, will attempt to contact these identified students for recruitment purposes. [See page 7: https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf](https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf)
- F. Having potential African American candidates for teaching and other instructional positions visit Indian River County if the candidate so desires;
- G. Working with the teachers’ union to facilitate the employment of African American teachers and other instructional staff;
- H. Utilizing current Indian River County hiring practices of application, structured interviewing by individuals in the School District office, and interviewing by individual school principals and/or members of the School Improvement Teams;
- I. Listing the Indian River NAACP as a community partner on the School District’s website;
- J. Publicizing the program for Mentoring of New Teachers and Instructional Staff, including by posting the program on the School District’s “jobs” webpage and bringing promotional materials to recruiting events;
- K. Ensuring that the School District advertises teaching job openings in the Diversity in Ed Magazine and on the Diversity in Ed website ([www.diversityrecruitmentpartners.com](http://www.diversityrecruitmentpartners.com));
- L. Require District principals to interview, whenever possible, a diverse pool of applicants.

The School Board shall require the retention of documentation that demonstrates which strategies for recruiting and employing African American teachers and instructional staff were utilized by the School District and the individual schools each year, and shall ensure that such documentation is made available to the Equity Committee through appropriate channels determined by the School Board. Data provided shall include the dates of recruitment activities, staff members involved, recruitment event attended, investments incurred for recruiting activity/trip, and outcomes. Data should include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and hired. Instructional staff and teaching positions shall have the same definitions as those assigned by the Florida Department of Education. [Joint Plan at 4-5].

## Outcome Measures

	1993-1994	2005-2006	2015-2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Career Fairs/Virtual events attended				0	0	0	0	0
Count and Percentage of HBCUs/Virtual events attended				0	0	0	0	0

Representation of applicants for instructional positions by race	June 1994		June 2006		June 2017		June 2018		June 2019		June 2020		June 2021		June 2022	
	Number of Applicants	Percentage of Applicants	Number of Applicants	Percentage of Applicants	Number of Applicants	Percentage of Applicants	Number of Applicants	Percentage of Applicants	Number of Applicants	Percentage of Applicants	Number of Applicants	Percentage of Applicants	Number of Applicants	Percentage of Applicants	Number of Applicants	Percentage of Applicants
African American									0	0	0	0	0	0	1	7
White, Non-Hispanic									5	83	12	85	0	0	14	83
Total									6		14		0		15	
African American/White Gap									5	83	12	85	0	0	13	74

Although I was able to locate applications prior to the information above I can not accurately determine applicants by race.

	1993-1994	2005-2006	2015-2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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[illegible]



## Section IV – Representation of African American Teachers and Instructional Staff

The School Board shall endeavor to maintain a reasonable representation of African American teachers and instructional staff at each school compared to the percentage of African American teachers and instructional staff at the school's corresponding level (*i.e.*, elementary, middle, high, alternative). The District shall endeavor to employ at least one African American teacher at each elementary, middle, high school, and alternative school, the District and principals shall report on efforts to hire and/or encourage transfer to that school(s), and make such documentation available to the Equity Committee through appropriate channels determined by the School Board.

To allow the School Board to assess the reasonableness of the distribution of African American teachers and instructional staff, the Board shall:

- require the maintenance of information listing all teaching and instructional staff vacancy announcements for that school year, and shall require principals to maintain information regarding each teaching and instructional vacancy, including the race of each applicant, interviewee, person(s) selected to fill the vacancy, and person hired for the vacancy, and make such information available to the Equity Committee through appropriate channels;
- require the maintenance of information regarding the race and specific position of all teachers and instructional staff by school, and make such information available to the Equity Committee through appropriate channels; and
- require the maintenance of information regarding the turnover of African American teachers and instructional staff at each school and the reason(s) for the turnover, if known, and make such information available to the Equity Committee through appropriate channels. [Joint Plan at 5].

## Outcome Measures

[illegible]



## **Section V – Partial Unitary Status and Continued Plan Supervision**

Based on its record of compliance with prior orders and the data and information exchanged, the Indian River NAACP and the School Board agree that the District has already achieved unitary status in the areas of facilities, non-instructional staff and administrative staff.

The parties will take all reasonable efforts to work with the Court to obtain an order of partial unitary status to that effect.

The School District will continue under this [August 2018] desegregation order while the plan developed by the parties for achieving full unitary status is implemented. This will maintain an avenue for dealing with problems should any occur in the process of implementation. This [August 2018] order will continue in effect until further Court Order. This case will remain open; the parties agree that there has not yet been a determination of full unitary status and the Court shall retain jurisdiction of this case. [Joint Plan Section at 6].

## **Section VI – African American Student Achievement / Resource Allocation**

The goal of the School District's African American Student Academic Achievement Plan shall be to eliminate the achievement gap as compared to white students, and the Plan shall identify barriers to the academic achievement of African American students; list the strategies, procedures, and/or programs that will be implemented to improve the academic achievement of African American students and address the identified barriers; and set measurable goals for the improvement of African American academic achievement. The School District's African American academic achievement plan shall also address any disparate discipline of African American students and the assignment of African American students to special programs, such as the exceptional student education ("ESE") and Alternative Education programs, including whether such assignments exceed state and district averages for other groups.

In 2016, the School District developed and implemented an African American Student Academic Achievement Plan. Prior to the start of each school year, the School Board will review the School District's African American Student Academic Achievement Plan, consider any recommended changes to the Plan, and approve the Plan. The School Board shall ensure that the School District maintains documentation regarding the implementation of the Plan, as well as information and data sufficient to evaluate the results/effectiveness in improving the academic achievement of African American students.

The Equity Committee shall be responsible for monitoring the School District's implementation of the Plan and the results/effectiveness of the plan in improving the academic achievement of African American students. The School Board shall ensure that information requested by the Equity Committee for accomplishment of its responsibility for monitoring the implementation and results/effectiveness of the Plan is timely made available to the Equity Committee through appropriate channels determined by the School Board in its discretion. The Equity Committee shall submit any recommendations to the School Board for modifying the Plan to eliminate strategies, procedures, and/or programs that have not been successful or to include new strategies, procedures, and/or programs likely to improve academic achievement of African American students. All recommendations provided by the Equity Committee shall be made in an advisory capacity; at all times, ultimate authority remains with the School Board and the Equity Committee has no authority to direct the day-to-day operations of the School District.

To evaluate progress, data should include student achievement data monitored in the 5 year Strategic Plan monitoring framework with demographic information for each student group. This would enable the parties to examine the residualized gain scores across the school year by race, by grade, and within schools. Discipline data is also included in the 5 year Strategic Plan monitoring framework.

In light of the above-described process and division of responsibility for addressing the academic achievement of African American students, the previously existing African American Student Academic Achievement Plan Committee is superseded. [Joint Plan Section at 6].



## Outcome Measures

Florida Department of Education School Grade Comparison					
School Name	2018-2019	2019-2020	2020-2021*	2021-2022	
Imagine at South Vero	A	2019-2020 School Grades were not issued due to the COVID-19 pandemic A	A	A	
Indian River Charter High School	A		B	B	
North County Charter School	B		C	C	
Sebastian Charter Junior High School	A		A	A	
St. Peter's Academy	B		B	B	

\*Schools were given the option to be given a 2020-2021 School Grades due to disruptions in instruction from COVID-19. SDIRC did not elect to be given school grades. However, the data shown is what would have been earned.

Annual Outcome Measures										
Achievement Gaps on Spring 2021 Assessment Results										
	2017 - 2018			2018 - 2019			2019 - 2020	2020 - 2021		
	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	<a href="#">Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1</a> , spring K-12 statewide assessment test administrations for the 2019 - 2020 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-2020 school year.	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap
ELA – Grades 3-10 (level 3+)	71.2	Not enough students for a group	NA	73.1	90	16.9	47	68.8	63.2	5.6
Mathematics Combined (level 3+)	77.1	Not enough student for a group	NA	84.7	90	5.3	44	75.3	66.7	8.6
										46

## Section VII – Student Assignments

Each year, the percentage of African American students assigned to individual schools should be consistent with the percentage of African American students represented in the School District. During the 2016-2017 school year, 17.2% of students in the School District were African American. The School District will allocate student populations at each school in proportion to the percentage distribution of African American students District-wide within a range of plus or minus nine (9) percentage points. The School District needs to keep this percentage point range wide enough to satisfy natural fluctuation and to eliminate additional extensive transportation of students.

The School District will continue the practice of curricular and programmatic choice in assigning students who may reside outside an attendance area of school on a space available basis. This will allow all students to take advantage of special programs.

The Equity Committee shall be responsible for monitoring student assignments at individual schools, including student assignments based on residence within an attendance area and student assignments based on curricular and programmatic choice. The School Board shall ensure that information requested by the Equity Committee which is reasonable related to its responsibility for monitoring student assignments is timely made available to the Equity Committee through appropriate channels determined by the School Board. Data provided shall include numbers of students in each school by race. [Joint Plan at 7].

### Outcome Measures

Racial Representation of Students by School (Non-Charter and Charter Schools) and Percentage Occupancy Retrieved 11/23/21 for 2017-2021; Retrieved 2/7/22 for 2021-2022, Source: Focus School Software																
	1993-1994		2005-2006		2015-2016		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022	
	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic
District	After requesting historical student membership from the Florida Department of Education, the earliest report accessible is for the 1995-1996 school year.		14.93%	66.15%	17%	56%	17%	55%	17%	54%	18%	54%	18%	54%	19%	53%
CHARTER SCHOOLS																
Imagine School at South Vero (ISV)	After requesting historical student membership from the Florida Department of Education, the earliest report accessible is for the				1%	86%	3.4%	65.9%	3%	82%	4%	83%	5%	83%	7%	86%
Indian River Charter High					2%	82%	5.4%	54.7%	5%	71%	4%	74%	4%	74%	9%	78%

School (IRCHS)	1995-1996 school year.													
North County Charter School (NCCS)			0% <10	81%	11.0%	44.4%	11%	67%	11%	68%	11%	70%	13%	76%
Sebastian Charter Junior High (SCJHS)			0% <10	70%	3.7%	39.5%	5%	68%	6%	69%	7%	68%	8%	73%
St. Peter's Academy (SPA)			82%	0% <10	49.3%	7.7%	50%	12%	51%	11%	48%	11%	54%	7%

"The School District will allocate student populations at each school in proportion to the percentage distribution of African American students District-wide within a range of plus or minus nine (9) percentage points" [Joint Plan at 7]. Schools that have a student enrollment population meeting the percentage range are highlighted in green.



## Section VIII – Transportation

The School District will continue to operate under the requirements of the 1967 Order (which requirements were not changed by the 1994 order) with respect to transportation, which mandate (1) no student shall be segregated or discriminated against on account of race or color in any service, activity, or program, including transportation, and that (2) where transportation is generally provided, buses must be routed to the maximum extent feasible in light of the geographic distribution of students, so as to serve students assigned in accordance with the provisions of this plan.

The Equity Committee shall be responsible for monitoring the School District's compliance with transportation requirements. The School Board shall ensure that information requested by the Equity Committee which is reasonably related to its responsibility for monitoring student assignments is timely made available to the Equity Committee through appropriate channels determined by the School Board. Data provided shall include numbers of students accessing bus transportation broken down by student groups. [Joint Plan at 7].

### Outcome Measures

Percentage of Students Within Each Racial/Ethnic Subgroup Utilizing School Transportation by School												
School	February 2019				February 2020				February 2021			
	African American		White, Non-Hispanic		African American		White, Non-Hispanic		African American		White, Non-Hispanic	
	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported
**1 The School District's main goal is to ensure that all students at South Ver	0% (0/884)	0% (0/0)	0% (8/884)	0% (0/0)	0% (0/877)	0% (0/0)	0.1% (1/877)	0% (0/0)	0% (0/859)	0% (0/0)	0% (0/859)	0% (0/0)

**1 ndi an Riv er Cha rter Hig h Sch ool	<1% (1,693)	0% (0/0)	0% (0/693)	0% (0/0)	0% (0/687)	0% (0/0)	0.4% (3/687)	0% (0/0)	0% (0/711)	0% (0/0)	0% (0/711)	0% (0/0)	0% (0/721)	0% (0/0)	0% (0/721)	0% (0/0)
** Nor th Co unt y Cha rter Sch ool	6% (22/367)	0% (0/0)	11.2% (41/367)	0% (0/0)	4.9% (19/385)	0% (0/0)	11.9% (46/385)	0% (0/0)	4.0% (15/376)	0% (0/0)	9.8% (37/376)	0% (0/0)	4.5% (17/378)	0% (0/0)	8.9% (34/378)	0% (0/0)
**S eba stia n Cha rter Jr. Hig h	1.9% (5/262)	0% (0/0)	27.9% (73/262)	0% (0/0)	3.8% (10/265)	0% (0/0)	30.6% (81/265)	0% (0/0)	2.8% (8/283)	0% (0/0)	19.1% (54/283)	0% (0/0)	3.9% (11/283)	0% (0/0)	22.6% (64/283)	0% (0/0)
**S t. Pet er's Aca de my	28.3% (39/138)	0% (0/0)	5.8% (8/138)	0% (0/0)	27.3% (39/143)	0% (0/0)	10.5% (15/143)	0% (0/0)	24% (31/129)	0% (0/0)	7% (9/129)	0% (0/0)	31.3% (40/128)	0% (0/0)	7.0% (9/128)	0% (0/0)

\*In compliance with Section 1011.62(1)(a), Florida Statutes (F.S.), requires Florida school districts to report Full-Time Equivalent (FTE) student membership by conducting periodic surveys throughout the school year. In accordance, the District reports transportation ridership data within the Florida Department of Education's Survey 2 (October) and Survey 3 (February) reporting windows. Due to the fluctuation of ridership data during the fall Survey 2 window, as well as a subsequent correction window to verify the accuracy of survey data submitted, the District assesses transportation ridership data for the purpose of monitoring progress in relation to the 2018 Joint Plan during the February Survey 3 window.

\*\* The SDIRC has three magnet elementary schools: Liberty, Rosewood, and Osceola. The three elementary magnet schools are filled by the choice lottery for 100% of the available student capacity. All remaining SDIRC schools are Choice schools. These schools are filled by their zoned students and 5% of their capacity is reserved for the choice lottery system. The SDIRC Magnet and Choice application is open each year from November 1 to January 15. When the application window closes, the applicants are screened for specific categories such as siblings already placed at the school, military families, and students that would assist in meeting the federal mandate of the Desegregation Order and the 2018 Joint Plan. The lottery is typically held on January 31. Once families receive their offers, seats that are not accepted by families are then filled in a second lottery run. The Magnet and Choice application is re-opened after the lottery for the remainder of the year.

\*\*\* Please note that charter schools are responsible for arranging school transportation for their school site. Imagine Schools at South Vero and Indian River Charter High School do not provide school transportation. Additionally, Charter Schools are run by independent governing bodies, and the SDJRC is not involved in their application process. The SDJRC did inform the charter schools that the Federal Desegregation order takes precedence over the state statutes on Charter School lottery admissions processes. Since that time, the charter schools have allowed for African American applicants that qualify for their school to enroll prior to the state legislated lottery process. This has assisted our charter schools with meeting the plus or minus 9 percentage of our total African American student population.



## Section IX – Extracurricular

The School District will continue to operate under the requirements of the 1967 Order (which requirements were not changed by the 1994 order) with respect to extracurricular activities, which mandates that no student shall be segregated or discriminated against on account of race or color in any service, activity or program, including athletics or other extracurricular activity, and all such programs conducted by the School District shall be conducted without regard to race or color.

The Equity Committee shall be responsible for monitoring participation in extracurricular activities. The School Board shall ensure that information requested by the Equity Committee which is reasonably related to its responsibility for monitoring student participation is timely made available to the Equity Committee through appropriate channels determined by the School Board. Data provided shall include the number of participants in each activity by race. [Joint Plan at 8].

### Outcome Measures

Representation of Students Involved in One or More Extracurricular Activity by Race – K - 12												
Race/Ethnicity	1993-1994		2005-2006		2015-2016		2017 - 2018		2018 - 2019		2019 - 2020	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American												
White, Non-Hispanic												
Total												

Our extracurricular participation would be 100% because of after school activities including clubs and sports.