Charter Schools

Desegregation Order Action and Sustainability Plan

2022-2023

# Charter School: Indian RIver Charter High School Date: 8/24/2022

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**

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|  | **Key Action Steps** | **Commitment to Sustainability** |
| Section II – Mentoring of New Teachers and Instructional Staff | * Invite all new hire teachers to the new teacher orientation. * IRCHS has an extensive onboarding process including new teacher orientations, weekly new teacher meetings, mentor teachers, and one-on-one training for new teachers with the Curriculum Coordinator as well as administration. | * We have committed to having an annual onboarding day each July for new teachers and staff. We will continue to review new employee procedures and assign every new employee a mentor. * We are continually updating our new employee training modules and mentorship accountability. |
| Section III - Strategies for Recruitment of African American Teachers | * Use existing staff to facilitate recruiting * IRCHS’ business manager (Human Resources) will communicate with career placement offices at HBCUs via Handshake. * IRCHS guarantees alumni who graduated with education degrees interviews for teaching positions. This includes African American teaching candidates. * IRCHS will invite any potential African American candidates to visit the school and interview for teaching positions including asking the local educational association and Indian River NAACP for qualified candidates. * IRCHS links to the district website where the NAACP is listed as a community partner. * The Diversity in Ed Magazine and Diversity in Ed website are included on the district website which also includes a link to IRCHS. * IRCHS seeks to interview, whenever possible, a diverse pool of applicants. | * Current staff will contact their alumni organizations and college/career centers which include Historically Black Colleges and Universities in Florida. * Using the Handshake application and the school’s Visual and Performing Arts program IRCHS will recruit at HBCUs outside of Florida. |
| Section IV – Representation of African American Teachers and Instructional Staff | * IRCHS could require the maintenance of information listing all teaching and instructional staff vacancy announcements for the school year, and could require principals to maintain information regarding each teaching and instructional vacancy, including the race of every applicant. This information could be shared with the Equity Committee. | * We are partnering with the HEARTT program and training teachers on reaching out to our Black/African American students to advocate for their personal learning growth. |
| Section VI – African American Student Achievement / Resource Allocation | * Collaborate with Indian River State College to connect African American students with scholarships tied to careers in education. * IRCHS will track via state progress monitoring the achievement gap between white and African American students. * IRCHS will promote the MTSS process for African American students identified based on recommendations from parents, teachers, and staff. | * In our partnership with the HEARTT program, our Black/African American students will have the opportunity to engage in training that will allow them to become more self-advocating, communicative, and self-empowered. |
| Section VII – Student Assignments | * Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians. * IRCHS will lobby the district to encourage increased African American enrollment including publicizing our orientations and enrollment materials. * IRCHS will ask for the district to allow recruitment visits inside district middle schools for the school to meet 10-28% African American enrollment. | * We will continue our inter-curricular focus on Black/African American history and theatrical studies. These assignments will take place throughout the year as part of our inter-disciplinary thematic curriculum. |
| Section VIII - Transportation | * IRCHS encourages the district to transport African American students to campus which are unable to provide their own transportation. * Because the district bus service is not available, IRCHS encourages use of the publicly-funded Go-Line. * IRCHS will engage in partnerships with non-profit organizations such as the Gifford Youth Achievement Center to transport students to campus. * IRCHS could ask the GoLine and the Gifford Youth Achievement Center for data related to the racial/ethnic breakdown of students using these methods of transportation. | * IRCHS is continually searching for new partnerships with youth community organizations willing to transport students to campus. |
| Section IX - Extracurricular | * The Alliance for Student Minorities hosted several events on campus. Members of the Alliance setup information booths under the DOME to further introduce their club and mission to the student body.  Members of the Alliance held a movie night in the Charter Hall showcasing the movie ‘Respect’ which depicts the life of Aretha Franklin to increase cultural exposure and understanding.  The members of the Alliance of Student Minorities who are involved in the IRCHS theater department celebrated Black History Month with a lunchtime performance that was held in the Black Box theater. This showcase of African American students presented songs, dances, monologues, and more from the works of African American artists.  The popularity of this showcase brought about an encore performance. * All students at the school are required to participate in our integrated, thematic curriculum and create projects inspired by different eras in history for presentation to the public during our VAPA shows. Students are also required to participate in these shows. * Work on these projects often takes place after school with students being on campus and receiving instruction until 5 PM. * The school also offers a peer tutoring program which takes place during independent study time which is built into student schedules during the school day. | * The Alliance for Student Minorities will continue to advocate for Black/African American students by fundraising, hosting on-campus events, and inviting community members to campus for the purpose of educating all students on minority studies; specifically, Black/African American culture. |

## **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 careers 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**

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|  | **1993-1994** | **2005-2006** | **2014-2015** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** | | **2021-2022** |
| Count of employees participating in the mentoring program | The Charter School was not established. | 10 | 4 | 5 | 4 | 7 | 7 | 14 | |
| Count and percentage of on-site PD Council representatives | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Retention rates for new Black/African American teachers participating in the mentoring program | 0 | 0 | 0 | 0 | 0 | 0 | 100% | |
| Overall teacher retention rate | 75% | 82% | 88% | 82% | 78% | 87% | 84% | |

## **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:

1. Using existing staff to facilitate recruiting;
2. 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;
3. Having the School District’s Human Resources Director endeavor to establish and develop relationships with the career placement offices and officials at the HBCUs;
4. Continuing to recruit at HBCUs outside Florida;
5. 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]](file:///C:\Users\hayesc\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\8YOW61TO\%5bSee%20page%207:%20https:\www2.ed.gov\rschstat\eval\highered\racial-diversity\state-racial-diversity-workforce.pdf%5d)
6. Having potential African American candidates for teaching and other instructional positions visit Indian River County if the candidate so desires;
7. Working with the teachers’ union to facilitate the employment of African American teachers and other instructional staff;
8. 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;
9. Listing the Indian River NAACP as a community partner on the School District’s website;
10. 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;
11. 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](file:///C:\Users\hayesc\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\8YOW61TO\www.diversityrecruitmentpartners.com));
12. 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**

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|  | **1993-1994** | **2005-2006** | **2015-2016** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| Number of Career Fairs/Virtual events attended | The Charter School was not established. | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Count and Percentage of HBCUs/Virtual events attended | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **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 |
| Representation of applicants for instructional positions by race | African American | These data are not systematically tracked. | | | | | | | | | | | | | | | | | |
| White,  Non-Hispanic | These data are not systematically tracked. | | | | | | | | | | | | | | | | | |
| Total | These data are not systematically tracked. | | | | | | | | | | | | | | | | | |
| African American/  White Gap | These data are not systematically tracked. | | | | | | | | | | | | | | | | | |

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|  | | **1993-1994** | | **2005-2006** | | **2015-2016** | | **2017-2018** | | **2018-2019** | | **2019-2020** | | **2020-2021** | | **2021-2022** | |
|  | | Number of New Hires | Percentage of New Hires | Number of New Hires | Percentage of New Hires | Number of New Hires | Percentage of New Hires | Number of New Hires | Percentage of New Hires | Number of New Hires | Percentage of New Hires | Number of New Hires | Percentage of New Hires | Number of New Hires | Percentage of New Hires | Number of New Hires | Percentage of New Hires |
| Representation of new instructional staff hires by race/ethnicity | African American | The Charter School was not established. | | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0 | 2 | 22% |
| White, Non-Hispanic | 12 | 100% | 4 | 100% | 5 | 100% | 3 | 100% | 6 | 100% | 7 | 100% | 7 | 78% |
| Total | Pre-dates school | | 4 | | 5 | | 3 | | 6 | | 7 | | 9 | |
| African American/  White Gap | 100% | | 100% | | 100% | | 100% | | 100% | | 100% | | 56% | |

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| --- | --- | --- | --- |
| Racial/ethnic representation of Recruitment Team members | African American | The Charter School was not established. | Indian River Charter High School does not have a recruitment team. |
| American Indian/Alaskan Native |
| Asian |
| Hispanic |
| Multi-Racial |
| White, Non-Hispanic |

## **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**

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|  | | **1993-1994** | | **2005-2006** | | **2015-2016** | | **2017-2018** | | **2018-2019** | | **2019-2020** | | **2020-2021** | | **2021-2022** | |
|  | | Number of Certified Instructors | Percentage of Certified Instructors | Number of Certified Instructors | Percentage of Certified Instructors | Number of Certified Instructors | Percentage of Certified Instructors | Number of Certified Instructors | Percentage of Certified Instructors | Number of Certified Instructors | Percentage of Certified Instructors | Number of Certified Instructors | Percentage of Certified Instructors | Number of Certified Instructors | Percentage of Certified Instructors | Number of Certified Instructors | Percentage of Certified Instructors |
| Representation of certified instructors by race/ethnicity | African American | The Charter School was not established. | | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 5% |
| White, Non-Hispanic | 30 | 88% | 28 | 85% | 30 | 86% | 25 | 83% | 29 | 81% | 30 | 100% | 32 | 80% |
| Total | 30 | | 28 | | 30 | | 25 | | 29 | | 30 | | 34 | |
| African American/White Gap | 0:38 | | 0:28 | | 0:30 | | 0:25 | | 0:29 | | 0:30 | | 2:32 | |

## **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**

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| **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 |
| 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.

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| **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 | State Ranking | White, Non-Hispanic  (% 3+) | African American  (% 3+) | Gap | State Ranking | [Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1](https://www.fldoe.org/core/fileparse.php/19861/urlt/DOEORDERNO2020-EO-01.pdf), 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 | State Ranking |
| ELA – Grades 3-10  (Level 3+) | 76% | 47% | 29% | 47 | 73% | 31% | 42% | 47 | 66% | 46% | 20% | 48 |
| Mathematics Combined (Level 3+) | 61% | 33% | 28% | 48 | 62% | 36% | 26% | 44 | 60% | 35% | 25% | 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**

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| **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 1995-1996 school year.* | | | | | 1% | | 86% | | 3.4% | | 65.9% | | 3% | | 82% | | 4% | | 83% | | 5% | | 83% | | 7% | | 86% | |
| Indian River Charter High School (IRCHS) | 2% | | 82% | | 5.4% | | 54.7% | | 5% | | 71% | | 4% | | 74% | | 4% | | 74% | | 9% | | 78% | |
| 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**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Percentage of Students Within Each Racial/Ethnic Subgroup Utilizing School Transportation by School** | | | | | | | | | | | | | | | | |
| **School** | **February 2019** | | | | **February 2020** | | | | **February 2021** | | | | **February 2022** | | | |
| **African American** | | **White,**  **Non-Hispanic** | | **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** | **Total Zoned Students Transported** | **Total School Choice Students Transported** | **Total Zoned Students Transported** | **Total School Choice Students Transported** |
| **\*\*Imagine Schools at South Vero** | **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) | **0%**  (0/873) | **0%**  (0/7) | **0%**  (0/873) | **0%**  (0/7) |
| **\*\*Indian River Charter High School** | **<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) |
| **\*\*North County Charter School** | **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) |
| **\*\*Sebastian Charter Jr. High** | **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) |
| **\*\*St. Peter’s Academy** | **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 SDIRC is not involved in their application process. The SDIRC 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 | | 2020 - 2021 | | 2021 - 2022 | |
| Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage | Count | Percentage |
| African American | The Charter School was not established. | | These data are not available. | | | | 51 | *7%* | 54 | *7%* | 47 | 7% | 51 | 7% | 53 | 12% |
| White, Non-Hispanic | 620 | 84% | 638 | 85% | 626 | 87% | 641 | 87% | 361 | 56% |
| Total | 671 | 91% | 692 | 92% | 673 | 94% | 692 | 94% | 414 | 68% |